

**Exploring experiences of Western Cape based Shine  
volunteers about the Shine Centre programme and the  
children they support**

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## **Abstract**

This research project ‘Exploring experiences of Western Cape based Shine volunteers about the Shine Centre programme and the children they support’ was carried out on a sample of 20 Shine volunteers who had each been volunteering for the Shine programme for a minimum of two years.

The research adopted a qualitative, exploratory approach using a structured interview schedule for 17 one-on-one interviews and a focus group of three participants. Purposive sampling was the method used in this qualitative study. Through analysing the data, central themes emerged and were verified through a controlled system which ensured neutrality and reliability in the findings.

The main research questions focused on understanding why people volunteer; their views on the Shine training and Literacy Hour programmes and recommendations that would result in children receiving a high quality education. The findings of the study emphasised the crucial role that volunteers play in the Shine Centre organisation and within the South African education system. These volunteers are a dynamic and diverse group who offer their time for a variety of reasons but are committed to enhancing the literacy rates of primary-aged school children in the Western Cape. Experiences of these community members ranged from gaining skills and techniques from Shine training to working and understanding children with very different backgrounds to themselves. The findings found that there is a high level of satisfaction amongst volunteers with respect to the training and the Literacy Hour sessions. However, there are certain obstacles that volunteers face and which impact on their facilitation of the programme, such as not having the right materials to teach with or a child’s home circumstances, some of which can be very difficult to overcome.

The recommendations for the Shine Centre organisation focus on ways to enhance the training sessions and adjust the literacy programme so that both time and resources are well utilised. Additionally, recommendations are made for the Department of Education which would allow children to be in a more conducive learning environment with accessible resources and properly trained and supported teachers.

## Acknowledgements

*Last January when we got started together, I said to him, what is your goal for this year now? Why are we here together? And he said I so much want to be able to read. And I said I promise you here and now, at the end of this term you will be reading. I promised him. I always kept reminding him now that we've had this deal and he's so happy, and he wants to read as much as possible. This is so heart-warming for me.*

-Claudia, Shine volunteer

To Shine volunteers across South Africa – thank you for your continued support of this programme and putting your faith and time into teaching our future leaders.

To my husband Nic, thank you for never giving up on me and being by my side every step of the way.

To my Dad, thank you for teaching me the value of education – I love you and miss you.

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## **CHAPTER ONE: INTRODUCTION**

A long history of government directed inequality towards the majority of South African citizens has resulted in widespread poverty, unemployment, economic inequality and a lack of opportunities. An innovative Cape Town based non-profit organisation, the Shine Centre, works to intervene and reconcile one of the major challenges that millions of South African children still face; receiving a quality education. This chapter provides an introduction to the research conducted with twenty Cape Town based Shine Centre volunteers.

To begin with, an in-depth background of the research topic and problem as well as the rationale for and significance of the study is presented. Secondly, the chapter sets out the main research questions, assumptions and objectives and is followed by clarification of prominent concepts used in the research study. Lastly, ethical considerations, reflexivity and the structure of the report is summarized.

### **1.1 Problem Context**

In order to understand the need for an education intervention, such as the Shine Centre, one must consider the historical context which has led to the current condition of the education system in South Africa.

#### **1.1.1 Education crisis**

Primary education is a worldwide concern. Not only do challenges exist around children accessing school, but also the quality of education children are receiving when they do attend school. According to the UNESCO Institute for Statistics (2013:1), “59 million primary school-age children were not enrolled in school” globally. Of those 59 million children not in school, 30 million (or 50.8%) reside in Africa (UIS, 2013:2). However, 97% percent of school-age children attend school in South Africa (De Lannoy and Hall, 2014:1), on average higher than most African countries, but the national scores for literacy and numeracy are still appallingly low. According to recent results from the Department of Basic Education’s annual national assessments (2012:22), Grade Three children scored an average of 35% for literacy and 41% for numeracy while the Grade Six children scored 28% for literacy and 27% for numeracy.



During apartheid, the Bantu Education Act (RSA, 1953) subjected non-white children to a substandard education system which would prepare them for menial work. The architect of apartheid, Minister of Native Affairs Hendrik Verwoerd, famously stated in the 1950s:

*“What is the use of teaching the Bantu child mathematics when it cannot use it in practice? That is quite absurd ... Education must train people in accordance with their opportunities in life, according to the sphere in which they live.”* (as cited in Paulson, 2011:106)

The Bantu education system was abysmal. Only one-third of the teachers were qualified, education was not free (although it was for white children) and the funding needed for black institutions could not keep up with increases in the population (Clark and Worger, 2004:63-85). Generations of learners have been churned out of or left, of their own volition, educational institutions without having the proper skills and knowledge for finding suitable employment or supplementing the economy in a meaningful way. Unfortunately, these are not problems of the past and continue to impact future generations. The United Nations Population Fund (2013) describes the consequence of a poor education system by stating that South African youth (14-35 years of age who are not in school) form nearly 70% of all unemployed persons in South African society.

The shortfalls of the current education system, which are still felt twenty years after the introduction of democracy, affect various levels. Firstly, although there is a substantial amount of money being allocated from the national budget towards education, there are problems that exist within the classroom. A recent HSRC study found that on any given school day, “between 10% and 12% of public school teachers were not in class” (Reddy et al., 2010:5). This equates to 20-24 days of teaching missed during a school year. In addition, South African teachers are among the highest paid teachers in the world when ranked by purchasing-power parity (RSA, 2011b) and the teacher unions are strong and often *they* set the tone for how the government should work for the teachers. Furthermore, the mismanagement of funds at provincial and national level has exacerbated the situation to the extent that two provincial education departments (Eastern Cape and Limpopo) were placed under administration for over two years (Phakathi, 2013).

Many schools across the country continue to deal with basic challenges in their infrastructure. For instance, 14% of public schools still lack electricity, 3% do not have running water and 84% of the schools lack both stocked libraries and laboratories (Davis, 2013). The number of children in the classroom range from twenty-five to over fifty and the majority of the children are learning

in English or Afrikaans as a second language or, for children from other African countries, a third or fourth language. Children who start their schooling experience by learning in their mother tongue are then forced to switch into either English or Afrikaans in Grade Four with very little language support in the Foundation Phase. Clearly, there are serious problems that exist within the current education system.

### **1.1.2 The Shine Centre**

In the midst of underperforming schools, abysmally low school literacy rates and under-qualified/worn out teachers, the Shine Centre is an organisation making a difference in South Africa's primary schools. Founded in 2000 by South African remedial education teacher Maurita Glynn Weissenberg, the Shine Centre provides a strong literacy foundation for Grade Two and Three children in seven flagship Centres in Cape Town and thirteen social franchises (called Shine Chapters) in the Eastern Cape, Western Cape and KwaZulu-Natal. For this study the researcher focused on Shine's flagship Centres based in Cape Town.

Each Shine Centre is based within an existing former Model C community school whose student population comes from previously disadvantaged communities surrounding Cape Town and are primarily isiXhosa speaking. These schools provide a safe environment and more accessible resources than schools in the townships, where the learners live, but many challenges still exist. Issues of large class size, a fast paced curriculum designed for English speaking children, under-qualified teachers, under-resourced schools, children with no prior learning opportunities (such as a pre-school), amongst others factors, result in poor school performance.

Weissenberg saw a need for extra support for children who were performing two to three years below their age level and wanted to involve the local community as trained, volunteer tutors. The programme started with Grade Five learners as it was initially based on the Western Cape Education Department's findings in a 2002 study that only "36% of learners were achieving the reading and numeracy outcomes expected of a Grade 3 learner" (RSA, 2006:2). However, Weissenberg recognised that an early intervention programme focusing on Grades Two and Three would be more effective. Children often enter school in Grade One with no previous schooling experience and are given that year to become exposed to the language, practice their fine motor skills and learn the rules of a classroom.

The Shine Centre promotes their vision of *a nation of readers* by improving children's reading, decoding and comprehension skills and encouraging the development of reading for enjoyment. This is done through Shine's ethos which sets out a specific way to work and to act in the Centre, a list which can be found in Appendix A. Every child at a Shine hosted school is assessed at the end of their Grade One year and the result of this assessment will determine eligibility for attending the Shine Centre in Grade Two. All children who need extra support will be accepted into the Shine programme which consists of one hour, twice-a-week sessions called 'Literacy Hour'. Shine's support is free of charge and teachers incorporate Shine's Literacy Hour into the daily language hour on their timetable. All children who require Shine's support come together as a class at the same time on the same day during the week. The teacher is then able to spend time working closely with the children who are coping in the classroom as it is a smaller, more manageable group. All children in Grades Two and Three, in schools hosting Shine, are assessed twice a year to ensure that progress is being made by children on and off the programme. All Grade One children are assessed annually in order to identify who will be joining Shine the following year in Grade Two. If a child at the end of Grade Two still requires support from Shine, this will continue for their Grade Three school year.

The Shine Trust is a registered non-profit organisation managed by eighteen paid staff who oversee over 300 local volunteers teaching in the Centres every week and a range of international students who come to South Africa for one to six months to volunteer. Volunteers become 'learning partners' who not only are there to support and motivate the learners but also to act as mentors and role models to children who may not have other positive adults in their lives. These community members receive initial training (orientation training) and observation before being paired with a child. In addition, Shine offers a range of in-depth training throughout the year in order to extend the volunteers and improve their teaching abilities. Professionals and specialists from the education community, such as Dr Shelley O'Carroll (Wordworks) and Dr Jacqui Dornbrack (University of Cape Town's Schools Development Unit), train volunteers and staff in providing a more comprehensive, holistic way in which to work with the learners.

Literacy Hour is a set time in the school day when children receive support to boost their reading, writing and comprehension skills. The children work with a volunteer for an hour which is divided into four 15-minute sections: Word Play, Have-a-Go Writing, Paired Reading and Shared Reading. Shine has developed their own set of thirty-six Word Play games that are

numerically organised to teach sounds, sight words and pronunciation in memory, lotto cards and board games. Have-a-Go Writing is an opportunity for learners to practice the letters and words they have been learning in a fun, creative way. Each child has their own writing book and is guided by their learning partners in developing and constructing sentences. Paired and Shared Reading is a time for the children to practice their reading and comprehension skills with their learning partner. It is also a time for language enrichment as the children enjoy being read to from a variety of books. Shine wants children to develop a love for books, be inspired by them and understand how they work.

At the end of every session learners are allowed to take books home through an informal lending library in the centre – the books are graded based on their reading ability and many are in two languages. The idea is to encourage reading at home as a family activity which is explained in an introductory letter sent home to parents in the beginning of the year. Shine has set up class libraries for schools without a functioning library in order to ensure that children who do not come to the Shine Centre also have access to reading material at home. Each class library is stocked with one hundred books in each Foundation Phase classroom for the entire class to enjoy.

The impact of the Shine programme can be measured through the Western Cape Education Department's systemic testing that is carried out annually to all Grade Three, Six and Nine students in the Western Cape. The first school that hosted a Shine Centre (Observatory Junior School) Grade Three literacy rates increased from 50% in 2004 to 82.7%% in 2008 (The Shine Centre, 2013:11). The programme has been making a difference not only in individual children's lives but has also uplifted the entire school by enriching the overall literacy environment and providing greater access to books.

## **1.2 Rationale and Significance of the Research**

The participants in this study were interviewed about their motivation to volunteer, experiences of the Shine training and literacy programme and their perceptions about Shine as an organisation. This qualitative research study, based on seventeen one-on-one, in-depth interviews and a three person focus group, explores those experiences from the perspective of the respondents themselves. In terms of greater significance, this research project will be presented to the Directors of the Shine Centre in order to: firstly, better plan the training programme in

order to meet the needs of the volunteers and secondly, to ensure the literacy hour programme is as effective and user-friendly as possible for volunteers and learners. In addition, the results of this study will lead to better informed decision making around the Shine training and literacy programme. It is intended that the Shine organisation, and other literacy organisations, may develop a better understanding of how to serve the needs of their volunteers and the value that they bring to the programme.

### **1.3 Research Topic**

**Exploring experiences of Western Cape based Shine volunteers about the Shine Centre programme.**

### **1.4 Main Research Questions**

The main questions focused on in this research study are as follows:

- Who are the Shine volunteers and what is their motivation to volunteer?
- What are volunteers' understanding of the children they are working with?
- What are volunteers' experiences of the Shine Centre training programme?
- What are volunteers' experiences of the Shine Centre Literacy Hour programme?
- What are the volunteers' experiences of the Shine Centre organisation?
- What changes would Shine Centre volunteers want implemented in order to support the children in Shine hosted schools?

### **1.5 Assumptions**

The following assumptions have been made:

- The quality of South Africa's education is very poor and any extra literacy support young children receive will be beneficial to them.
- Non-profit organisations provide support and services where and when the government and the private sector is unable to do so.

- Volunteers' reflections of their personal feelings and experiences of the literacy and training programme are not often elicited and brought into consideration around decision making at non-profit organisations.
- Individuals who volunteer have the freedom to indulge in unpaid work and aspirations of giving back to society.

## 1.6 Research Objectives

The following objectives are the objectives of this research study.

- To explore volunteers' motivations towards volunteerism.
- To understand the difficulties children at Shine Centre hosted schools face inside and outside of school.
- To examine volunteers' experiences of the Shine Centre's training programme.
- To understand the views of the volunteers about the Shine Centre Literacy Hour programme.
- To investigate volunteers' perceptions about the Shine Centre as a non-profit organisation.
- To find out what changes volunteers suggest be implemented in order to support children.

## 1.7 Clarification of terms

The following clarified terms are key elements referred to in the study.

- **Volunteering/Volunteers**

Volunteering, according to Haski-Leventhal (2009:272), refers to an “activity that is done completely of one's free will, with no material rewards whatsoever, to complete strangers, and within an organisation or as long-term behavior.” In this study, the participants are people who offer their time, for free, to the Shine Centre as volunteers.

- **Non-profit organisation (NPO)**

“The nonprofit sector is a collection of entities that are organisations; private as opposed to governmental; non-profit distributing; self-governing; voluntary; and of public benefit” (Salamon, 1999:10). Shine Centres are run by the Shine Trust, a non-profit organisation that has been registered with the Department of Social Development since 2007.

- **Training**

Training is a process to share and impart skills and knowledge to extend and develop capabilities in order to enhance a working performance. Shine Centre volunteers receive training in order to facilitate the Shine programme effectively and to keep high standards.

- **Skills**

The South African Department of Labour (2003:1) defines ‘skills’ as the “necessary competencies that can be expertly applied in a particular context for a defined purpose”. As part of their orientation to the organisation, all participants have to complete training in order to teach Shine beneficiaries.

- **Motivation**

According to Guay et al. (2010:712), the concept ‘motivation’ refers to “the reasons underlying behavior”. This study aims to understand the motivation of the Shine organisation and literacy programme as well as from the participants, who are all Shine Centre volunteers.

- **Experiences**

In relation to the perceived experiences of the respondents, the online Merriam-Webster dictionary (2012) defines ‘experience’ as “practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity”. The participants were interviewed about their experiences relating to Shine’s training sessions and the Literacy Hour programme.

## **1.8 Ethical Considerations**

When undertaking a study involving voluntary participants, it is important to be constantly aware of the sensitivity of the topic and ethical considerations during the research process. According

to Strydom (2011:213), “for researchers in the social sciences, the ethical issues are pervasive and complex, since data should never be obtained at the expense of human beings”. The researcher adhered to the following relevant ethical practices defined by Babbie and Mouton (2001) and Strydom (2011:115-126).

- *Avoidance of harm* – When the initial telephone call was placed requesting participation, each respondent was informed of the rationale and the significance of the study allowing for transparency. This was done again before each interview began. When discussing sensitive topics, such as motivations and personal experiences of Shine, it was the responsibility of the researcher to concentrate on the research objectives in order to reduce harm. None of the participants visually displayed emotional discomfort during the interview. Respondents were debriefed at the conclusion of each interview.
- *Debriefing of participants* – Time was allocated at the end of each interview to debrief the respondent about the interview conducted which can be useful in minimising harm. The respondents were given an opportunity to share any lingering thoughts, ask the researcher questions about the interview or study and to reflect on their experience of the interview.
- *Voluntary participation/Informed consent* – All participants were contacted by phone in September, October and November 2013, offered an explanation of the study and were asked to partake in the interview process. An explanation of the purpose of the study was given, and permission requested, again at the beginning of each interview. The respondents were informed at the beginning of the interview that they had the opportunity to stop the interview at any time or choose not to answer specific questions. The researcher requested consent to digitally record the interview and permission was granted by each participant before commencing the interview.
- *Deception of respondents* – As mentioned above, the purpose of the study was thoroughly clarified for the respondents as well as the intention, and reason, of publicising the findings for the Shine Trust organisation. This was done during the initial call and also before the commencement of the interview. All participants stated they understood the intention of the study and granted permission to be interviewed.
- *Confidentiality* – All participants were given the choice of keeping their responses confidential which is done to protect the respondents and ensure honest responses to the



interview questions. All participants were indifferent about sharing their personal information so the researcher has referred to the respondents in the findings by their first names only. In regards to the two sets of participants who have the same first name, the first initial of their surname has been added to differentiate them.

- *Actions and competence of researcher* – The researcher has previous experience in conducting in-depth interviews for a research study as well as training in avoiding/minimising emotional harm and accurately reporting the data and findings in a study. In addition, the researcher has work experience in trauma counseling and understood that the interview was for data collection purposes, not to support or ‘help’ the participants. Adhering to the interview schedule (see Appendix B) helped the researcher to stay on topic. Training acquired through the 2012 Honours social research course ensured that data was truthfully and correctly reported and that debriefing techniques were used to minimise harm.

## **1.9 Reflexivity**

According to Hsiung, (2008:214), reflexivity “challenges the researcher to explicitly examine how his or her research agenda and assumptions, subject location(s), personal beliefs, and emotions enter into their research”. A qualitative study is subjective and the researcher must consciously be aware of how personal bias and emotion can hinder or impact the interviewing process before conducting the research in the field, during the data collection and while analysing the findings. Remaining objective is a subjective process that I went through while interviewing and analyzing the data. To accurately and truthfully report the participant’s responses, I was as open, honest and adaptable as possible during the research process.

As a Shine Centre staff member for the past eight years, I was anxious that volunteers were not going to be able to see me as an objective researcher but rather just as a Shine representative. This hesitation also came from the fact that I know many of the Shine volunteers personally. I controlled this apprehension in a variety of ways. Firstly, I choose a random sample of volunteers. From the resulting sample I found that I had known fourteen previously and six I did not know well. Secondly, I was as transparent as possible in the initial telephone call outlining my research intentions and explained that I wanted their true opinions and answers to the questions regardless of the response. Thirdly, I met with eighteen of the volunteers at a Shine

Centre during off-peak hours which is a location both the volunteer and I felt comfortable and calm in, a place that is very quiet (required in an in-depth, one-on-one interview or a focus group) and a place where I believed they would feel this was a professional interview being undertaken. In regards to the remaining two volunteers; I met one at a coffee shop as no suitable location was available at the time of the interview and the other volunteer invited me to her residence which was also quiet and comfortable.

After the initial call was made I sent a text message thanking each participant for agreeing to participate and confirmed the date, time and location of the interview. I was hesitant to schedule the interviews too far in advance as my position at Shine necessitates that I travel frequently, so I arranged the interviews only a week in advance. I reminded each participant with a text message either the day before or a few hours ahead of the interview. Based on this system only one person showed up late and the rest arrived at the agreed upon venue and at the correct time. In the interviews there was a bit of over-familiarity by some of the participants I have known previously, such as asking me about certain events I was involved in, but I did not engage in a conversation and remained on track guided by the interviewing schedule. I had assumed that the participants would want to remain anonymous, as they were asked for a response about why they are still volunteering, but all respondents remained very open and were willing participants.

### **1.10 Structure of the Report**

This research project contains five chapters:

Chapter One is an introduction to the research project.

Chapter Two reviews relevant literature related to the research topic.

Chapter Three discusses the methodology of the research process including the design, sampling technique, data collection methods, data analysis, verification of the analysis and limitations of the study.

Chapter Four presents and discusses the findings of the research.

Chapter Five records the conclusions of the study, based on the research objectives, and outlines recommendations to address identified needs.

The following chapter will be a review of literature that is central to the research topic. In addition, theoretical models are identified in relation to the relevant literature, which is essential to the research context.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

In preparation for the research project the researcher consulted a collection of literature that is relevant to the topic through the research objectives. Sources reviewed include books, journal articles, government publications, working papers and online scholarly articles. In this chapter the researcher presents current legislation enacted by the government which aims to ensure a sound academic background for all South African children. Following this, relevant theoretical models and principles are presented which provide a comprehensive understanding of the literature in relation to the research topic. From there, each research objective is discussed with support from the sources listed above.

### **2.2 Current education policies**

Over the past twenty years, the democratic South African national government has developed education policies and frameworks with the intention of closing the education gaps as a result of apartheid. Developing a comprehensive curriculum for all children across South Africa was, and continues to be, an immense challenge to the government due to the complexities of eleven national languages and the educational deficiencies specified in Chapter One.

The current national curriculum, an amendment to the Revised National Curriculum Statement Grades R-12 (Schools) (RSA, 2002), was introduced by the Department of Basic Education in early 2011 and is nearing the end of a three year transitional phase. 2014 was the first year in which all grades (Reception year through Grade 12) used the Curriculum Assessment Policy Statements, or CAPS (RSA, 2011a). The revision's aims are two-fold. Firstly, and most importantly, the curriculum is "equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country" (RSA, 2011a:4). Secondly, it provides teachers with clear and concise directives on teaching and assessing individual subjects which in turn will, ideally, lessen the administrative burden placed on teachers (RSA, 2011a:4). This will lead to consistency and transparency in what is being taught which will support teachers who are under-trained or face numerous challenges in the classroom.

In addition, the National Department of Basic Education has recently drafted a policy setting out minimum norms and standards for school infrastructure in South African public schools (RSA, 2013a). Acting under the South African Schools Act (RSA, 1996) these regulations, which are currently being phased in with the aim of total implementation by 2023, specify a variety of areas pertinent for optimal learner achievement. These include key school areas and size (physical structure and number of learners per classroom), stocked libraries, laboratories for various subjects, sport and recreation facilities and internet connectivity (RSA, 2013a:8-12). The draft went through the process of receiving public comments and resulted in regulations that, according to Minister of Basic Education Angie Motshega (RSA, 2013b), will be reviewed periodically during the implementation process.

The South African government has also implemented three important pieces of legislation which is intended to ensure that the education rights of children are being met. These include the South African Bill of Rights, found in chapter two of the South African Constitution (RSA, 1996) which states that, “everyone has the right to a basic education,” as well as the 2000 UN Millennium Development Goals of which Goal 2 is to “achieve universal primary education” (Davids, Theron and Maphunye, 2009:244) by 2015. The third example, the National Development Plan for 2030 (RSA, 2011c), is a developmental framework which aims to improve education performance so that 90% of learners in Grades 3, 6 and 9 achieve 50% or more in the annual national assessments in literacy and numeracy. In addition, the government has made education a top priority in national spending with R253.8 billion spent out of the R1.25 trillion 2014 national budget according to the South African National Treasury (RSA, 2014:3). This is the highest allocation of any sector within the budget for the 2014/2015 period.

As in most cases, the idealism of the Constitution and other national policies are not often realised in everyday life for the majority of South Africans. Though democratic rights promote objectivity and inclusion, the reality of access to a basic education and the quality of that education are far from equal.

## **2.3 Theoretical Models**

The following frameworks lay the foundation for the way the literature is understood in relation to the participants interviewed and later, the findings and the discussion.

### **2.3.1 Development of Freedom/Capabilities Approach**

Amartya Sen (1999 as cited in Sumner and Tribe, 2008:35) argues that “there are a broad set of human conditions (including being fed, being healthy, being clothed and being educated) that together constitutes well-being,” which can be seen as indicators of human development. For Sen (1999), human development is a framework understood through the ‘Capabilities Approach’ or the ‘Development of Freedom’ which looks at the ability to make choices on a personal, social, political or economic dimension.

Development can be seen as ‘being free’ through the expansion of capabilities, increasing the possibility for people to realise their potential in the world. Robeyns (2005:94) states that the “core characteristic of the approach is its focus on what people are effectively able to do and be”. All individuals have a certain set of capabilities and it is just a matter of realizing the capabilities that will allow a person to escape from poverty and their state of ‘unfreedoms’. Inadequate education can be seen as the absence of the freedom of choice in a child’s life. When a child has access to resources and to high quality education, their ‘unfreedoms’ are removed and their quality of life and capabilities will improve. Being educated not only has the potential to lead towards a more fulfilling life with better opportunities, it also means that by adulthood, these children will be socially *included*, active citizens.

### **2.3.2 People-centred approach**

Based on the four main principles of ‘public participation, social learning, empowerment and sustainability’ (Davids, Theron and Maphunye, 2009:19), Shine operates through a people-centred approach. This method puts people at the centre of development through expanding opportunities for everyone (i.e. making it *for* the people) and encouraging active participation in the process (i.e. *by* the people). Schenck and Louw (1995) and Booyens (2004) discuss the importance of participation, specifically the principles of sharing and working together which can be applied to the children coming to the Shine Centre every week as well as community volunteers recognising the value of raising literacy standards in South Africa. Burkey (1993:56) states that, “participation is an essential part of human growth, that is the development of self-confidence, pride, initiative, creativity, responsibility, (and) cooperation.”

Members from various, diverse communities around Cape Town participate as volunteer learning partners in Literacy Hour as well as giving optional quarterly feedback about ways to improve

the programme. Slowly the number of Shine parent workshops being facilitated is growing with the intention of reaching a broader, and more diverse, audience and Shine strives to identify ways that will meet the needs of the community, such as starting a community book club in an area that has no easy access to a public library.

Children in the centre are exposed to a variety of new ideas and cultures, as well as growing in confidence and self-esteem from their lessons at Shine and the volunteers grow from the experience shared with their learners. Through initiatives such as the Shine-in-a-Box training programme and collaboration with other organisations, the Shine concept and model is expanded so that additional communities (urban, peri-urban, urban townships, rural, etc.) will be able to benefit from Shine's expertise.

### **2.3.3 Social transformation and Social inclusion**

Social inclusion is a process that ensures that all people participate in society regardless of their background or specific characteristics. The goal of social inclusion is to promote equality of opportunity to people from all circumstances. Members of society who are socially included, according to Cloete and Kotze (2009:23) are "included on an equal basis in all social activities and rights and to have equal access to all life opportunities". Blocks to social inclusion are a result of various factors (structural, economic, social and political) and each has to be identified and dealt with accordingly in their own context.

A socially inclusive society values all individuals by creating opportunities in which all community members are able to participate in and contribute to society. Sen (1999) states that poverty is not just a lack of assets; it is the whole range of issues that exist when people are not actively engaged in society. Employment is identified as one way in which people become engaged and to be out of work is to be unengaged. To be employed, an adult needs to be able to read and write, skills often lacking in developing countries. To address this need there needs to be a social transformation of the status quo. In South Africa, a change in the educational system will lead to more confident and literate children who will be prepared for the outside world once they leave an educational institution. The Department of Education (RSA, 2011a:4) states that social transformation of current policies will ensure that, "the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population".

### 2.3.4 The Microeconomics of Volunteering

The motivation of individuals who volunteer differs greatly from person to person. Roy and Ziemek (2000) identify several theoretical models of motivation which examine why people volunteer. Identified through microeconomics, as they support and enhance the local economy in various ways, the main rationales centre on three diverse models.

**Table 1: Microeconomics of Volunteering (Roy and Ziemek, 2000:14)**

1) Public Goods Model	To increase the supply of the public good
2) Private Consumption Model	“Altruism” or “warm glow” utility from giving
3) Investment Model	Gain labor market experience, skills, and attributes

In the first model, there is an aspiration by those contributing to increase the public good and the motivation to give (or volunteer) “is meaningful only if it increases the supply of the public good” (Roy and Ziemek, 2000:15). This varies from the private consumption model in which the “act of giving itself motivates contributors to give, and thus a charitable gift is always meaningful” (Roy and Ziemek, 2000:15), which is more a philanthropic gesture and for the benefit of the contributors themselves. The investment model is a technique for individuals to learn new skills and knowledge through volunteering as well as making them more employable for prospective employers. While similar to the private consumption model, individuals are investing in their futures (and careers) as opposed to doing an act for the greater good or purpose. A more comprehensive breakdown can be viewed in Appendix C. Shine volunteers may be motivated for a variety of different reasons and can be identified using one (or more) of these theoretical frameworks.

### 2.4 The type of people that volunteer and their motivation for volunteering.

To understand the context of volunteering and to better understand individual’s motivations for volunteering, we look at a number of different studies focusing on the characteristics of those who volunteer and as well as why they participate in this type of activity. This is necessary for understanding the context of why people volunteer their time at the Shine Centre.



Age is a significant factor when identifying those who have the time or the financial resources to volunteer. In a study by Okun, Barr and Herzog (1998), the researchers found that in the United States, over the past quarter century, there has been a substantial growth in the number of older adults (over 50 years old) who have become involved in volunteering upon leaving formal employment. Key reasons explaining this shift include an improved public image of older people, a more positive attitude towards volunteer work and older people are healthier and more educated than ever before (Okun, Barr and Herzog, 1998:608). As for why older people enjoy volunteering, Midlarsky (1989) and Herzog et al. (1998) established that these activities instilled a sense of belonging, generated self-esteem and provided an “opportunity for [the] older people to validate the self-perception that ‘I am competent’ ” (as cited in Okun, Barr and Herzog, 1998:608). Therefore, the availability and viability of older volunteers has increased considerably and there is a deep personal satisfaction developed from partaking in these voluntary activities.

Women are more likely to become volunteers than men due to the gender roles and socialisation. According to Switzer et al. (1999), the socialisation that takes place early in a child’s life influences the way they act, or how society wants them to act, as they grow up. Often, women are “raised to be nurturing and caring and are therefore more likely to show empathy for someone and to provide emotional support,” while men are raised to be strong, gallant and heroic (Switzer et al., 1999:56). Therefore, in this helping way women are seen to be comfortable helping people in a long term manner whereas men are found to be more supportive in short term situations where risk can be minimised quickly. Statistics may provide grounding to this theory but there is no cumulative measure of how many total people volunteer worldwide. However, several studies have shown that generally, the majority of the volunteer work force globally is composed of women (Rokach and Wanklyn, 2009; UNDESA, 2010; USDOL, 2014). Thus, women are more likely to volunteer and for longer periods of time than men.

To better comprehend why people are motivated to volunteer, Clary et al. (1998) identified six classifications which provide a functional approach to understanding these intentions. These functions are (1) values function (a philanthropic gesture), (2) understanding function (increasing knowledge about a particular area or learning new skills), (3) enhancement function (enhancing one’s confidence and self-worth), (4) career function (to expand one’s experiences in order to assist in career development), (5) social function (being amongst people or groups which have

similar values) and (6) protective function (which can be utilized for coping mechanisms) (Clary et al., 1998:1517-1518). Based on these classifications, the researchers conducted six different studies of 1,553 volunteers in the Twin Cities area of Minnesota (United States) to understand which of these functions were the most and least important to the volunteers. Results showed that volunteers were motivated by giving back to society (values), belonging to a group of like-minded people (social) and the opportunity to build their self-esteem (enhancement). Conversely, volunteers felt that the need to build one's work experience (career) or to engage in activities as a sort of diversion (protective) were *not* mitigating factors in their motivations. Thus, Clary et al. (1998) demonstrated that there is a wide range of motivations for which people decide to volunteer.

Motivations for volunteering may vary depending on the context and the type of opportunities that exist. Kironde and Klaasen's (2002) study focuses on lay volunteers in the Northern Cape province of South Africa who were volunteering in a tuberculosis controlled programme in "high burden but resource-limited settings" (Kironde and Klassen, 2002:104). The study was conducted through in-depth interviews of 135 volunteers from 30 different clinics across the province. The findings indicated that the strongest motivational factor for becoming a volunteer was the anticipation that the work would eventually become paid as well as "altruism, having spare time, a need to gain work experience and the novelty of the community-based programme" (Kironde and Klassen, 2002:105). In this particularly high unemployment area, the attrition rates of volunteers was very high and it was suggested that alternative incentives could be found in order to motivate lay persons into continuing their work. Thus, the environment in which volunteers are working may contribute to their motivations for getting involved in these activities.

A personal connection and the proximity to the activity makes a difference to those who volunteer but not necessarily to the type of work that is being offered. A study conducted by Horne and Broadbridge (1994:207) focused on 810 volunteers who worked in 58 charity retail shops throughout Scotland. Using surveys, the researchers investigated demographic information of the participants and motivations as to why people chose to volunteer. The study showed that the majority of the respondents were women (98%), the average age was between 55-64 and two-thirds of the volunteers were retired (Horne and Broadbridge, 1994:208-211). The researchers found that these shops were populated by older people with less financial

responsibilities but found it remarkable that the shops were, “not attracting young unemployed people who could use their voluntary experience to learn and develop new skills which in turn might help in gaining paid retail employment” (Horne and Broadbridge, 1994:209). As for motivating factors, the most common reasons stated were the volunteers felt a personal connection with the work charities provide and because this particular charity was a worthy cause. Other important reasons included the geographical location being suitable, opportunities to meet new people and because a friend had asked them to volunteer (Horne and Broadbridge, 1994:213-214). This study reflects the varied nature of volunteering and the diversity of reasons for contributing in these activities.

Motivations may bring people to volunteering opportunities, but the circumstances around what initially leads them to volunteering and the fulfillment they receive often go unheard. In Wymer’s study (2003:277), a group of 1,016 volunteers from literacy organisations in the United States were interviewed about their motivations towards volunteering as well as about the period before becoming a volunteer and the benefits they receive from their efforts. The respondents have a variety of reasons as to why they had originally wanted to volunteer but a common theme was finding a use of their time after a significant event in their lives. Wymer (2003:278) states that many participants commented that, “retirement, widowhood, a relocation or children moving out had been instrumental” in their decision to become volunteers. Additionally, respondents who were former teachers and citizens concerned with appalling literacy rates were especially interested in supporting a literacy programme with their time. As for motivations, many respondents stated that they “love to read and feel pleasure reading is an important and personally rewarding activity” (Wymer, 2003:278). Volunteers also stated that they have a great deal of compassion for those who are unable to read and that there was a great need for their services in their area. As for the benefits they felt, “volunteers felt a sense of personal satisfaction and a sense of accomplishment from seeing their efforts make a difference in another person’s life” (Wymer, 2003:279). Thus, an important motivation for the type of volunteer activity chosen is an area of expertise or passion for the volunteer.

To identify exactly what type of person volunteers or to define precisely why people are motivated to volunteer is difficult. The above research provides a range of work that confirms this area is diverse, complex and, often, contextual. Further research in these areas would be beneficial in order to more fully understand the nature of volunteering.

## **2.5 Volunteers' experiences of the programmes they are involved in and the training they have received.**

Volunteers' experiences are unique. One person's perspective might be completely different from the next depending on the conditions and type of activity that is taking place. For some, the act of volunteering itself is the experience while others find meaning in the groups they are working with or the type of activities that take place.

A study by Morrow-Howell, Kinnevy and Mann (1999) focused on the perceived benefits that volunteers experience from their unpaid work. The authors surveyed 289 older adults who belonged to an American organisation which provided different opportunities, such as extended learning and volunteering, to people 55 years of age and older. The study asked the members to examine how their participation in four key areas of "socialization (social interaction), generativity (productivity), well-being (life satisfaction), and opportunity (chance for new endeavours)" were of benefit to themselves (Morrow-Howell, Kinnevy and Mann, 1999:65). The results indicate that, overall, the volunteers felt their work led to an increase in all key areas with interacting, or meeting new people, being the prevalent or main benefit. Interestingly, the study also suggests that this is a mutual benefit for the beneficiaries who also have the chance to meet and interact with new people. Therefore, the benefits that are experienced from the volunteers may also extend to those that they are working with.

The study conducted by Skoglund (2006) interviewed 42 volunteers from an American organisation working in the bereavement sector. With a high volunteer turnover rate the past few years the organisation was looking into ways to retain volunteers. The volunteers participated in a brief, one-to-one interview with a short interview schedule in which they were asked "to reflect on their need for professional development, what they need as volunteers to further cultivate their knowledge of bereavement, and what motivates them to continue their work as Caring Hearts volunteers" (Skoglund, 2006: 218). Three major findings were identified from the interviews. The first was that volunteers felt isolated in their work and would benefit from meeting with other volunteers in a support group setting to talk about the highly emotional work that they do. Secondly, the volunteers felt there is a need for ongoing training and professional development as currently only initial training was offered. Volunteers suggested that having refresher courses that incorporated new skills as well as time to reflect and share would make them more confident in their work. Lastly, volunteers felt that they had been able to develop their

work within the boundaries set out by the organisation and they enjoyed the work that they did. Thus, with additional support such as training and regular feedback sessions the retention rate would be more secure amongst volunteers.

Training, it seems, is an important initial step that will lead to volunteer satisfaction later on. In this study, Costa, Chalip and Green (2006) set out to explore the experiences of 147 people who volunteer at the IndyCarnival, a large sporting event in Australia. A questionnaire was designed by the researchers in order to, “to measure volunteer’s job satisfaction, commitment to the event, sense of community at the event, evaluation of their training, and contribution to training” (Costa, Chalip and Green, 2006:171). Major findings around the training showed that volunteers that were given the opportunity to contribute at the training sessions (such as feedback, asking questions and sharing previous experiences) were more satisfied with the training and felt a deeper sense of commitment to the event. The area around job satisfaction, while more complicated, was intertwined with commitment and a sense of belonging which developed from the initial training. According to the authors, the opportunity to contribute at the training (mentioned above) was the first step in building a sense of community amongst those participating and those in the community where the event would be taking place. This sense of belonging impacts the volunteers’ commitment to the event which brings about a higher overall sense of satisfaction within the job.

The opportunities organisations provide can only be as good as the training they provide on how to programme is facilitated. The study conducted by Rath (2008) on eight female Rape Crisis volunteers, who had completed initial volunteer training in the past two years, focused on ways in which these volunteers utilised the training they had received. Based in the United Kingdom, in-depth, one-on-one interviews were conducted with each participant. The findings varied between participants but common themes around personal development, types of training and ongoing support were identified. Some volunteers felt that the training instilled a level of confidence in them while others felt that the training did not encourage one to think out of the box but rather follow the principles and rules of the organisation (Rath, 2008:30). Other participants felt that they were not confident enough in the programme and were found to be going off course as they were unsure of what to do in certain situations. The need for ongoing support and training was recognised as well as providing “informal social gatherings ... which can act to increase a volunteer’s sustainability” (Rath, 2008:30). As these particular volunteers

often work in isolation, Rath's study highlights the need to have continual, regular interaction with volunteers to ensure quality and consistency in the programme being delivered.

Little research on volunteer perceptions of the specific programme they are working on or the training they have received has been done. The topic needs to be further studied in order to have an accurate account of volunteers' experiences and opinions.

## **2.6 The impact that extra educational support can have on children.**

As evidenced in chapter one and earlier in this chapter, there is still much work to be done for South African children. To understand how and why Shine supports children, we look at studies which highlight the importance of investing in children while they are young.

The healthy development of a child can be seen as product of long-term support and mentorship. An analysis by Jekielek et al. (2002) reviewed programme studies of ten at-risk youth mentoring programmes across the United States that looked at comparisons of children who had received mentorship compared with those that did not. For the basis of this study youths were identified as being five to eighteen years of age (different programmes target different ages) and 'at-risk' refers to these young people coming from environments which offer very few opportunities or constructive channels. According to Jekielek et al. (2002:1), "mentored youth are likely to have fewer absences from school, better attitudes towards school, fewer incidents of hitting others, less drug and alcohol use, more positive attitudes toward their elders and toward helping in general, and improved relationships with their parents". A similar study commissioned by the Bill and Melinda Gates Foundation found that the biggest benefit of a mentoring programme (the study consisted of 1,310 'at-risk' eight to fifteen year olds) was a reduction in symptoms of depression. This was exceptional as "almost one in four youth reported worrisome levels of these symptoms at baseline" (Herrera, DuBois and Grossman, 2013:2). The impact of mentoring will not only enhance the youth's academic journey and performance but will also lead to healthy young people becoming active members of society and contributing positively to the economy.

Heckman and Masterov (2007) identify the need to invest in children, specifically children who have come out of difficult or adverse environments. Their main argument is that one's birthplace should not determine one's ability to succeed in life and that societies should be looking into ways of investing in children from disadvantaged backgrounds. Without some type of intervention, the authors believe that that children's difficult circumstance may place children at

a high risk “for social and economic failure” (Heckman and Masterov, 2007:446). They go on to say that, “early interventions that partially remediate the effects of adverse environments can reverse some of the harm of disadvantage and have a high economic return” (2007:446). According to their research, the best types of interventions are at the pre-school and primary school age where the human capital investments would be the highest. Based on longitudinal studies that they had consulted, children who received an early intervention were less likely to become teen parents, become involved in crime and more likely to stay in school. Thus, investing in children can have long term positive effects regardless of the children’s background.

One way of investing in children is by making sure that they receive the best education they can obtain. If it cannot happen in the classroom, tutoring children outside of class who need extra academic support is one way of doing that. Vaughn and Linan-Thompson (2003) carried out a study that not only identifies the benefits of tutoring but also of tutoring in a one-on-one or a small group setting. The research examined group literacy interventions with 77 second grade students who were identified as struggling readers. Over a three month period, teachers and volunteers worked with individuals and either groups of three or ten on a daily basis in order to improve the children’s literacy. Results show that while all three types of interventions were successful, the children who received individual attention or were in the group of three made significant gains over the children working in a group of ten (Vaughn and Linan-Thompson, 2003:323). Not only do children benefit from this type of intervention but Ritter et al. (2009:3) have also found that students who have had extra literacy support “earn higher scores on assessments related to letters and words, oral fluency, and writing as compared to their peers who are not tutored”. Thus, extra support in a small group setting is beneficial for struggling children.

## **2.7 Perceptions of non-profit organisations.**

There are varied opinions about the role that non-profit organisations play in the service industry. Firstly, a positive perception can be seen through the people who work in non-profits, whether paid or unpaid. In his book about managing non-profit organisations, Drucker (1990:12) states that through interviewing volunteers over the years, the answer as to why people support this work is, “because here I know what I am doing. Here I contribute. Here I am a member of a community”. The human resource component of a non-profit organisation is vital for the programme to work. Borzaga and Tortia (2006:233-235) looked at those working in the field as

paid employees and found the level of employee satisfaction was due to inherent and personal attitudes as opposed to being motivated by monetary rewards. In contrast, there are also critical feelings from those who suggest that the work that non-profit organisations do may not be as effective or transparent as they claim to be. Meyer and Zucker's (1989) research suggests that due to a lack of policy oversight for this sector, non-profit organisation's work can continue to be provided even if they are found to be low performing while Seibel (1996) suggests that non-profit work should not go on indefinitely – otherwise the work done could not be deemed successful. These opinions relate to different parts of the organisation such as management, ethos and human resources but are also valid in looking objectively at the work done by a non-profit organisation.

The majority of non-profit organisations rely on financial support from the private sector and other donors in some way or another. Martinez's study (2003) points out the perceived benefits and risks that non-profit organisations face when collaborating within that sector. In order to understand the complexity of this collaboration, sixteen in-depth interviews with marketing managers from the business side and the non-profit side took place in Spain. For the non-profit employees, the biggest risk identified was the idea that the company with whom they are associated with may take part in unethical business behaviour, impacting or damaging the organisation's image (Martinez, 2003:213). The second biggest risk identified by organisation members was the potential loss of independence in the way the association is run and operated. According to Martinez, "most non-profits have a twofold mission: undertake social projects and denounce unfair and unjust structures or situations, attributable either to companies or governments" (2003:215). Therefore, a risk for a non-profit would be a sole reliance on funding from a particular company as the credibility of the organisation's transparency could potentially come into question. However, the benefits of this union could include financial support as well as the company's skills and expertise. For companies, the biggest benefits to supporting non-profit organisations include investing effectively in the greater community and "improve[ing] relationships with other stakeholders, such as customers, employees, and public administration" (Martinez, 2003:220). As such, some perceptions of non-profit organisations may have to do with what the perceived benefits and risks are to working with a certain group.

There is very little research of volunteers' perceptions and opinions of non-profit organisations. There is a necessity for more research to be conducted about the topic as organisations could use



this information for planning and evaluation purposes. This is also highly valuable in South Africa specifically as there are 100,000 non-profits operating in the country presently (Stuart, 2013).

## **2.8 Ensuring the best outcome for volunteers and children**

The studies below have been conducted with the intention of providing solutions or recommendations in supporting children's education and volunteers working within the non-profit sector.

Treating the volunteers as valued team members will help alleviate problems that have arisen. In the study conducted by Lewig et al. (2007), 487 South Australia Ambulance Service volunteers were surveyed about various topics around the work they conducted. From time pressures, work/home interferences to job resources, community connectedness and burnout, the researchers were able to make recommendations to organisations on the best ways to retain a strong, well-balanced, effective volunteer workforce. The first suggestion is to ensure that the working environment is a space "in which volunteers feel valued both by the organisation and the communities they serve" (Lewig et al., 2007:441). Secondly, the organisation needs to impart their values onto the volunteer who in turn will champion them within the work that they do as well as ensuring that all volunteers are supported in their role. Lastly, the organisation has an obligation to ensure the health and well-being of their volunteers by identifying any conflicts that might be arising as a result of their volunteering work. According to Lewig et al. (2007), with these practices, volunteers will feel appreciated and there will be less burn out and a lower drop-out rate.

The focus of McHargue's study (2003) was on the importance of creating 'learning' and evolving non-profit organisations rather than maintaining stagnant ones. By investing in human and capital resources, organisations will be able to diversify and expand the types of services they provide, as well as maintaining the latest informational and technological advances. McHargue states that, "learning must not be left to chance or overlooked but valued and integrated into the organisation and the work life of the employee" (2003:202). This will lead to a higher performance by the employee and the organisation which will, in time, lead to better outcomes for the beneficiaries. Additionally, McHargue (2003:202-203) stresses the importance of investing in volunteers by supporting them to take part in the 'learning' environment by

sharing their experiences with others and improving the work that they are doing. By working collaboratively with volunteers, and the community at large, a non-profit organisation will be able to more fully realise and fulfill their organisation's mission.

Learning techniques do not need to cost money, time and patience according to the research done by Taylor et al. (1997). Their study examined methods for teaching of 31 grade two students identified as needing additional reading support. The research looked at resources that would be cost effective and methods that would be useful in supporting these children. The researchers recommended using grade four learners a few times a week for extra lessons so the learning could be mutually beneficial. The authors recommended programmes like this because it is cost-effective (no additional costs were incurred), it takes commitment and collaboration from the teachers whose children are working together who need to plan along the way and, most importantly, according to the researchers, “teachers must share the belief that these supplemental programs are worth the effort and that their struggling readers can make significant gains in their reading ability” (Taylor et al., 1997:206). The extra support for children can be given in an easy manner and can come from a variety of ways.

## **2.9 Summary**

The nature of volunteering, or being a volunteer, is a complex subject. These individuals play an important role in the world where governments have faltered and without their services, societies would be unable to function less optimally. Based on the literature reviewed, volunteers are motivated to do the work they do for a variety of reasons, whether they are being altruistic or self-seeking, and will continue offering their time if they are satisfied with the work they do. As the Shine Centre works specifically with children, research was undertaken in finding ways to invest in children as well as looking at volunteers' experiences about the programmes they work in and the training they receive.

The following chapter discusses the methodology of the research process including the research design, sampling technique, data collection methods, data analysis, verification of the analysis and limitations of the study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

Research methodology, according to Babbie and Mouton (2001:75) “focuses on the research process and the kind of tools and procedures to be used”. The methodology used in a study is established by the purpose of the study. In this particular study, the focus is an interpretive approach which seeks to understand human behavior. This chapter discusses the methodology of the research process including the project design, sampling technique, data collection methods, data analysis, verification of the analysis and limitations of the study.

### **3.2 Research Design**

As the topic of this study is based around perceptions and experiences of the respondents, an exploratory qualitative approach is the most suitable method. According to Babbie and Mouton (2001:278) qualitative research is described as, “studying human action in its natural setting and through the eyes of the actors themselves.” The aim of the qualitative researcher, as described by De Vos et al. (2011), is not to explain and expect certain criteria about human’s behavior but rather to observe and understand the meaning behind it. According to Stake (1978; as cited in Hoepfl, 1997), qualitative reports, “may be epistemologically in harmony with the reader's experience,” as they usually contain the respondent’s unique experiences and insights. An exploratory approach allows the researcher to obtain insightful information in a more comprehensive way which will lead to a greater understanding of the participants but also on the focus of the research.

### **3.3 Data Collection Approach**

Data collection is the process of gathering reliable, valid information to answer the research topic and objectives (Creswell, 1998). To gain a detailed overview of the Shine volunteers’ experiences and perceptions; semi-structured one-to-one in-depth interviews was regarded to be the best method of information gathering. According to Greeff (2011:342), “interviewing is the predominant mode of data or information collection in qualitative research” and qualitative interviews allowed the researcher the flexibility to understand the meaning of the respondent’s experiences and points of view. Seventeen on-on-one interviews and a three person focus group were conducted over the span of three months, mid-September through mid-December 2013. Interviews took place at seven different locations: Claremont Primary, Zonnebloem Boys and

Girls Schools, Prestwich Street Primary, Observatory Junior, a coffee shop in Green Point, a private residence and the Shine Centre head office in Wynberg. Ethical considerations, such as recording the interview, were discussed prior to the interview starting and each participant granted their permission. The interview questions were based on the research themes and a debriefing was held with each participant at the end of each interview.

The focus group was held in October 2013 at Claremont Primary. A focus group “allow(s) the researcher to investigate a multitude of perceptions in a defined area of interest” (Greeff, 2011:361). The three participants in the focus group had not been interviewed previously. The interview schedule used for the focus group was identical to one used during the one-to-one in-depth interviews.

A focus group was employed as a secondary method of interviewing participants in order to use the social interaction of the group to expand and enhance the data collected. In this type of group setting, participant’s experiences, which may have been forgotten or considered unimportant in other contexts, are often triggered by the responses of others and then shared. The nature of a focus group allows for a natural flow of sharing information which was the experience found in conducting this interviewing method. While keeping to the interview schedule, and the agreed upon time, there was flexibility in letting the volunteers share their experiences about Shine without interruption.

### **3.3.1 Sampling**

Purposive sampling was the technique used in this research study. This type of sampling, according to Creswell (as cited in De Vos et al., 2011:392), “is used in qualitative research and participants and sites are selected that can purposefully inform an understanding of the research problem of the study.” Therefore, a deliberate choice of respondents was made in relation to the research topic. The sampling frame consisted of participants who are current volunteers and the Shine organisation granted permission for the researcher to contact and interview their volunteers.

Eligibility requirements of the participants required that the volunteers had been with the Shine programme for a minimum of two years. These volunteers would have had the opportunity to attend Shine volunteer training cycle, held over an eighteen month period, and those who would be familiar with the Shine literacy programme. No preference or bias was given to volunteers’

age, race or gender. The Shine organisation uses an online database system, Salesforce, to capture information about their volunteers such as contact information and when volunteers began their voluntary service. The researcher was given access to this database where a list of potential participants was drawn up. There were 376 current Shine volunteers but only 134 of them had been volunteering for a minimum of two years so the researcher chose randomly from the eligible participants. In all, twenty-five volunteers were contacted over the phone in regards to participating in the study. Two volunteers declined due to time constraints and family obligations, two declined due to a lack of interest and the last prospective participant did not return the researcher's two voice messages.

### **3.3.2 Data Collection Tool**

The data collection tool was a structured interview schedule. Greeff (2011:352) defines this tool as, "a set of predetermined questions that might be used as an appropriate instrument to engage the participant and designate the narrative terrain." This acted as a guide for the researcher during the interview and allowed more time for reflection and probing into certain key areas. A schedule also guaranteed that the time was focused and well-utilized during each interview.

A digital recording device was utilized as a data collection aid allowing the researcher to concentrate more fully on the interviewees, their non-verbal cues and the direction of the interview. While recording devices may seem obtrusive or cause the respondent to become withdrawn, Hoepfl (1997:47) suggests that, "recordings have the advantage of capturing data more faithfully than hurriedly written notes might, and can make it easier for the researcher to focus on the interview".

### **3.4 Data Analysis**

Data analysis is the "process of bringing order, structure and meaning to the mass of collected data," according to Schurink, Fouche & De Vos (2011:397). Using an adaptation of Tesch's approach (1990; as cited in De Vos, 1998), the researcher analysed the data collected to gain an understanding of the transcripts, identify and connect similar ideas throughout the transcripts and classify and categorise emerging themes. The following steps were taken in this approach;

- The researcher read the transcripts to have a more comprehensive and all-inclusive understanding of the data collected.

- After all transcriptions were read, the researcher selected the transcript that was the most thorough and re-read it with the view of understanding the respondent's answers in relation to the objectives of the study.
- The researcher studied all of the transcripts in order to pinpoint themes using the research questions as a guide.
- As themes were identified, the researcher highlighted words that captured the meaning of the participants' words.
- The researcher re-read all of the transcripts and cautiously looked for meaningful categories and sub-categories which were then coded by a different color based on their causality.
- Based on careful re-reading of the first transcription, the researcher went back to re-label the categories identified while keeping in mind the research questions and objectives.
- After reworking the themes ensuring they were mutually exclusive, the researcher compiled the data under clearly stated themes and categories.
- The final step was to enhance the framework so that it was rational, consistent and comprehensive. The researcher compared the themes and categories with the transcriptions to check that the data was accurately and truthfully reported.

### **3.5 Data Verification**

Data verification in the qualitative paradigm is ensuring, “neutrality in [the] findings or decisions,” according to Lincoln and Guba (1985, as cited in Babbie and Mouton 2001:276). They have created four key concepts which operationalise their idea of reliability, stability and impartiality in data verification. These concepts are credibility, transferability, dependability and confirmability (Babbie and Mouton 2001:277-278).

- *Credibility* refers to the way in which the research findings correctly represent the original data, its trustworthiness. The researcher must exhibit that the “subject has been accurately identified and described” (Schurink et al., 2011:420). The researcher digitally recorded and transcribed each interview and used quotes directly from the participants in the findings to guarantee referential adequacy (Babbie and Mouton, 2001: 277).

- *Transferability* refers to the extent the findings can be applied or generalized to other contexts or participants. In regards to qualitative data, Shenton (2004:69-70) states, “it is the responsibility of the investigator to ensure that sufficient contextual information about the fieldwork sites is provided to enable the reader to make such a transfer”. The researcher has taken steps to present adequate information about the research methodology, context and participants.
- *Dependability* refers to the idea that if the study were replicated with the identical or comparable participants, the results would be similar. Shenton (2004:71) states that to address dependability, “processes within the study should be reported in detail,” which enables one to have a thorough understanding of the methodology and processes used. According to Lincoln and Guba (1985; as cited in Babbie and Mouton, 2001: 278), “there can be no validity without reliability and thus no credibility without dependability”. The researcher has systematically described the methodology applied to the research project as well as its impact on the findings.
- *Confirmability* refers to the “degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher” (Babbie and Mouton, 2001:278). The researcher used an objective approach in conducting the interviews, analysing the data and presenting the findings and conclusions. An ‘audit trail’ can be traced through each step of the research process to determine if the researcher’s decisions or procedures were biased or misrepresented (Shenton, 2004:72).

### **3.6 Limitations of study**

There are specific limitations that pertain to the methodology of the research that was used in this study as discussed in Brown (2010), Babbie and Mouton (2001) and De Vos et al. (2011). In regard to the limitations of the research design, the findings generated through qualitative studies cannot be generalized as the data collected stems from a selected group of participants who form part of large collective of Shine volunteers. The researcher was focused on gaining a more comprehensive understanding of the respondent’s experiences and motivations through conducting one-on-one interviews. As the nature of qualitative studies is in interpretation, the researcher’s bias can impact the way the study is conducted and findings analysed. Any potential

bias was reduced by focusing on the interview schedule and in identifying common themes in the participant's responses.

The researcher found difficulty in understanding a Scottish volunteer's accent which impacted on that particular interview. Certain answers and comments which should have required clarification by the researcher were only identified during the analysing phase rather than during the interview. Also, despite being told how long the interviews were meant to be during the initial call and before the interview began, three of the participants seemed to be preoccupied with other daily obligations which made their interviews feel rushed. The researcher suggested re-scheduling the interviews but the participants stated that wanted to continue. All three answered the full set of questions in the interview schedule, but the interviewer felt rushed and unable to conduct the interview as thoroughly as other interviews.

In regard to the data, the analysis method is dependent on the researcher's understanding of the research topic which could result in an unclear presentation of the data and findings. The researcher chose a topic linked to an area of work that she has been doing for the past eight year.

### **3.7 Summary**

This chapter outlined the methodology used in this research study. Discussion and consideration about the research design, data collection methods and tools, sampling methods and challenges, method of data analysis and data verification were included in this chapter. Limitations of the methodology and of the researcher were also discussed.

The following chapter investigates the findings of the collected research data and includes a presentation and discussion about the findings.



## **CHAPTER FOUR: PRESENTATION AND DISCUSSION OF FINDINGS**

### **4.1 Introduction**

This chapter presents the findings of the research conducted with twenty Western Cape based Shine volunteers.

Firstly, an overview of the participants is presented. Then, the major themes that emerged from the interviews is presented with a discussion around each category based within a theme. Six themes have been identified which will serve as the focus of the presentation and discussion of findings in this chapter.

### **4.2 Profile of participants**

To provide a contextual understanding of the interviewed participants, a profile of the participants is listed below. (A more comprehensive profile can be viewed in Appendix D.) As the table illustrates, two of the participants were male while eighteen were female. The participants ranged in age from 51 years to 82 years old, with a mean of 63 years, and have volunteered for the Shine Centre for an average of five years. As seen on the next page, the majority of participants (17) have post-secondary education with a quarter of the respondents (5) successfully having completed a post-graduate degree. Although the participants were chosen at random, the demographics of these particular volunteers is in line with studies that show that women are more likely to volunteer than men (Rokach and Wanklyn, 2009; UNDESA, 2010; USDOL, 2014) and that people over the age of 50, who are well-educated, make up a large portion of those who volunteer (Okun et al., 1998).

<b>Table 2: Demographics of participants</b>				
Participant	Age	Gender	Highest education level successfully achieved	Length of time volunteered for Shine
Cathy	56	Female	Grade 12	2 years
Lynne	51	Female	Diploma	6 years
Carron	55	Female	Diploma	4.5 years
Joan F.	62	Female	Undergraduate degree	4 years
Louise	63	Female	Diploma	6 years
Gerhard	82	Male	Diploma	4 years
Mike	69	Male	Post-graduate degree	5 years
Val	70	Female	Diploma	5 years
Helen	63	Female	Post-graduate degree	5 years
Patti	57	Female	Diploma	6 years
Jean	68	Female	Grade 12	4.5 years
Di	58	Female	Post-graduate degree	5 years
Joan T.	79	Female	Grade 10	4 years
Linda H.	70	Female	Post-graduate degree	6 years
Pam	60	Female	Diploma	5 years
Linda R.	54	Female	Diploma	5 years
Tessa	55	Female	Post-graduate diploma	8 years
Claudia	62	Female	Diploma	4 years
Jill	56	Female	Undergraduate degree	8 years
Ethleen	72	Female	Diploma	7 years

### 4.3 Discussion of the findings

The development of the framework used in the analysis process (as presented in Table 2) was generated from information collected during the in-depth interviews as well as the main research

questions. General themes were identified and categories that emerged within each theme were recognized and used during the analysis process.

<b>Table 3: Framework for discussion</b>	
<b>Themes</b>	<b>Categories/Sub-categories</b>
4.4 Motivation for volunteering	<ul style="list-style-type: none"> <li>• Giving back to society</li> <li>• Importance of early literacy</li> <li>• Love of children</li> <li>• Personal reasons</li> </ul>
4.5 Understanding the children who attend Shine-hosted schools	<ul style="list-style-type: none"> <li>• Home life <ul style="list-style-type: none"> <li>○ Home and community environment</li> <li>○ Daily schedule</li> <li>○ Family dynamics</li> </ul> </li> <li>• School life <ul style="list-style-type: none"> <li>○ Large class sizes</li> <li>○ Language difficulties</li> <li>○ School dynamics</li> </ul> </li> </ul>
4.6 Experiences of the Shine volunteer training programme	<ul style="list-style-type: none"> <li>• Skills and knowledge acquired</li> <li>• Other skills acquired through training</li> <li>• Strengths and Challenges</li> </ul>
4.7 Experiences of the Shine Literacy Hour programme	<ul style="list-style-type: none"> <li>• Skills and knowledge acquired by the children</li> <li>• Other knowledge acquired</li> <li>• Favourite parts of the programme <ul style="list-style-type: none"> <li>○ Children's favourite aspect of Literacy Hour</li> <li>○ Volunteers' favourite aspect of Literacy Hour</li> </ul> </li> <li>• Strengths and Challenges of the programme</li> </ul>
4.8 Experiences of the Shine Centre organisation	<ul style="list-style-type: none"> <li>• Benefits to the beneficiaries</li> <li>• Benefits for the teachers</li> <li>• Appreciation</li> <li>• Obstacles to the teachers</li> <li>• Social barriers</li> <li>• Shine as an organisation <ul style="list-style-type: none"> <li>○ Overall impressions</li> <li>○ Staff</li> <li>○ Role</li> </ul> </li> </ul>
4.9 Changes required to support volunteers and to help children receive a high quality education.	<ul style="list-style-type: none"> <li>• Shine Centre <ul style="list-style-type: none"> <li>○ Organisational shifts</li> <li>○ Shine training programme and Literacy Hour</li> </ul> </li> <li>• Support from the government <ul style="list-style-type: none"> <li>○ School infrastructure</li> <li>○ Community</li> </ul> </li> </ul>

#### 4.4 Motivation for volunteering

The ways in which Shine volunteers describe their motivation for volunteering varies from participant to participant. Common themes of ‘giving back’, the importance of literate future generations, the delight of working with children and fulfilling passions and aspirations emerged during the interviews.

- **Giving back to society**

Volunteers who feel they have been fortunate in their lives want to ‘give back’ to those in society who have been less fortunate. For a variety of reasons that participants interviewed felt as though they needed to, not just wanted to, volunteer. Claudia, originally from Germany, stated:

*“I realised once I put my foot here on South African soil, you know, how blessed I have been in my life and how much luck I had in my life to be born into the circumstances I have been born into ... that’s really made me aware that it’s not the norm. Living here and seeing in what kind of living conditions people have to live in here, you know, that’s really made me really feel that I must give back, and I must do something.”*

Cathy, Mike, Pam, Jean and Tessa also mentioned how fortunate they felt to have been given the upbringing they had and the importance of sharing those privileges with those who have not had the same experience. For Gerhard, the emphasis was on the time rather than making a monetary contribution:

*“My motivation is simple; I wanted to go ... I’ve had a good life. I want to give something back - not finance, because that I can’t afford without the proper pension, but I wanted to give something back. That’s it.”*

The opportunity of ‘giving back’ is identified as one of the most important classifications for motivating people to volunteer, according to the Clary et al. (1998) and may also lead to a more inclusive society. Cloete and Kotze (2009) and Sen (1999) assert that by bringing together people from different backgrounds, cultures, races, genders and ages there is a promotion of equality and removal of ‘unfreedoms’ which will lead to more all-encompassing society in which everyone can contribute.

- **Importance of early literacy**

With staggeringly low levels of literacy across South Africa, the participants felt that supporting children in learning to read would be beneficial not only for this generation but for generations to come. Linda H. stated that she is motivated to volunteer because “my heart just breaks when I

*see the lack of opportunities for children and adults and the children growing up with absolutely no hope and without proper education, my heart breaks for that*". Similarly, Carron acknowledged her motivation stems from the feeling that *"education is the way it's going in this country to make it a better place"* while Di expressed that *"when you saw the matric results, when you saw the absolute tragedy of our education system I thought I cannot sit back and do nothing"*.

Lynne stated that she volunteers because she would, *"continuously hear moaning about the education system in this country, and which is not the greatest, and ... it's the way to stop moaning and be proactive ... I think there is no greater gift to give a child, than the gift of reading"*. Not only do children need to become literate in order to succeed in school and contribute to a functioning society, books have the power to expose children to the wonders of the world. Val commented that she, *"believe[s] so much in reading and literacy, there is so much to be excitement about a book and it stimulates the mind, it's far better than watching a film or a TV programme where it's all shown to you ... and that's the world I would like to introduce someone else to, if possible."*

Studies show (Horne and Broadbridge, 1994; Kironde and Klaasen, 2002; Wymer 2003) that some volunteers are motivated by the types of opportunities offered while others volunteer because they are passionate about the subject matter. The volunteers interviewed in this study, former teachers and those from the community, were moved to volunteer for Shine as they were concerned with the distressingly low literacy rates and due to a love for literacy themselves.

- **Love of children**

Not taking into consideration the programme or opportunities offered, the participants have identified a passion of working with children as one of the main reasons for volunteering with the Shine Centre. Ethleen found that working with children was easier than previous volunteering experiences:

*"I suppose if I was honest, I would say that it's far more satisfying to interact with children than to deal with the people who are in hardship. I get too emotionally involved with say, very old or the very sick. And I felt that I could handle teaching children better than I could volunteering with old age."*

Joan F. stated that she felt her role was *"to give them an incentive to try and learn to read, to be able to talk to somebody if they need somebody to talk to ... just to give them motivation to carry*

on” while Louise felt her interest in volunteering was twofold, it was her *“interest in reading and the ability to live in a world which is recognizable and children - there is the like for the little animals.”*

- **Personal reasons**

The participants stated that while a love of children and literacy were important factors in their motivation for volunteering, it was also for personal reasons. Lynne explained why Shine was the right fit for her: *“I am now giving back to kids to the community in a field I wanted to pursue, however far back I can remember I wanted to be a teacher; but [due to] financial constraints, I couldn't go and study full time after school so I'm actually doing what I always wanted to do (laughs)”*. According to Clary et al. (1998) and Wymer (2003), people volunteer after a significant event in their lives which can be understood as a protective function or as coping mechanism. Joan F., who lost her mother and her husband within 12 days of each other, stated that she used Shine for herself: *“I had something to do and it changed my life. It really did”*. Jill stated that she started volunteering once her children left home: *“I just love being involved in a complete other world other than the domestic Constantia housewife thing (laughs), I'm not a bridge or golf person”*. Helen felt it was hard to summarise exactly why she was motivated to volunteer: *“my motivation ... uhm, it's not as simple as putting something back. Because I'm sure I get more out of it than the kids do. It's just perusing a passion. And I think I love stories and literature”*.

Ethleen stated that she had just read a book exploring the reasons of why people volunteer:

*“He [the author] said very often it's not to bring satisfaction to the receiver, but to bring satisfaction to the giver, to the volunteer. To feel well I'm doing something good. And I think in line of that, possibly this is one of my reasons. I felt that I have an ability to teach. I've never been told so, but I feel comfortable teaching.”*

Enhancing a sense of one's confidence and self worth motivates people to volunteer and, according to Midlarsky (1989) and Herzog et al. (1998), also instills a sense of belonging and community.

#### **4.5 Understanding the children who attend Shine-hosted schools**

Children who attend schools that host a Shine Centre come from diverse and varied backgrounds. The majority of children come from the townships of Khayelitsha, Langa,

Gugulethu and Phillippi while a small proportion come from the communities in which the schools are located. To better understand their experiences of the programme, and their recommendations on supporting children, volunteers were asked about their understanding of children they were currently were working with, or had worked with in the past.

- **Home life**

All respondents identified children's home lives as an important aspect in understanding the children they tutored. As Shine does not allow its volunteers to communicate with the children they work with outside of school hours, the volunteers' answers are based on what they have observed in the Shine Centre and from information they have received from the children themselves. Three key areas were identified from the responses of the participants and will be further discussed below.

- **Home and community environment**

Shine volunteers are aware of the communities the Shine children come from and often find out information during a sharing moment during Literacy Hour. Carron stated that the children are generally from *"disadvantaged communities. Poorer communities where the parents are less educated than the children and are trying to change that."* Not only are the township communities where the students live historically and financially disadvantaged, there are other problems plaguing these areas. Lynne stated that children she has worked with *"are subject to lots of violence and [are] coming from communities where there's a problem with drugs and things like that"*.

Many volunteers stated that they knew, based on conversations with the children, the home situations were difficult but it was hard for some to articulate exactly what the circumstances were. Tessa attempted to answer this dilemma by stating: *"There seems to be something going on at home. I can't quite put my finger on it. The stories are quite violent."*

- **Daily schedule**

Tired children, due to lack of proper sleep, seemed to be a recurring thread amongst the participants. Joan F. commented that both of the children she's working with, *"get up at half past 4 in the morning, by the time they get here they're exhausted"*. Lynne stated that children are often tired at schools because they travel from the townships and leave very early in the morning: *"I mean when we're talking early, we're talking about half past 5 start. Which for a lot of us, we*

*don't even surface at that time yet (laughs)*". Getting up early also was a problem as children were apparently not going to bed very early. Ethleen was concerned about the time that children were going to bed as well as the content that they are watching on TV:

*"A lot of the children are staying up far too late watching TV and ... I think that is one of the problems but you know if you're living in a small house, and the TV is on I mean, how attractive to go and watch TV even if it is inappropriate!"*

Jean noticed that in addition to being sleepy during their Shine session, *"some of the children are hungry, they clearly haven't had a decent breakfast"* while Linda H. commented that she was worried about the children *"not being close to home especially in that hour or two before school when some of them are tired"*. Many of the children travel long distances on public transportation to reach school and follow the same path back home in the afternoons.

#### ○ **Family dynamics**

The view of the participants is that all parents should be playing an important role in their child's academic life, but this does not always appear to be the case with the children coming to the Shine Centre. Mike stated that sometimes the parents are actually unable to help:

*"I think a lot of the parents can't even help them with reading English or doing simple mathematics, because they've not had that education and they want better for their children, I think most parents do. And that's why they think of sending them to these schools, that's an enormous cost for them and I applaud them for that. Obviously the children don't realise why, but the parents do."*

Children also have complicated relationships with their parents. Carron states that in her experience at Shine, *"not having the father figure in the home seems to be very much across the board"* while Pam commented that for many children she's worked with, *"their fathers are never around. They've got mothers but they don't seem to have someone at home that's there just for them."* However, Ethleen believes that having a mother does not necessarily mean that someone is watching out for the child: *"This one boy I had would tell me that he would wake at five in the morning to get his own breakfast because his mother was still in bed with her boyfriend so he had to look after himself."*

Based on their response, volunteers were supportive of the parents of the children. Val commented that because children were sent to city schools (instead of schools in the township communities where they reside), *"they've obviously got hopes for the children"* while Tessa stated that *"parents seem to be prepared to pay for them to come into Observatory [Junior*



*School]. Which already puts them in a sort of bracket where there is some expectation from school, to get some results from school.”*

Many of the volunteers also stated that their children had shared the difficult family situations they had been/were in. Val stated that one of her children’s fathers had been killed:

*“I don't know whether it was in a car crash or hit by a car. To me it's a family that were trying to make something of themselves, they obviously value the education for their daughter, and then the breadwinner is lost and they're having to cope and I don't know how they do it.”*

Additionally Di speaks of the language difficulties that one of her pupils from Malawi, whose parents were killed, experienced: *“He was hearing all these languages [in school] and he didn’t have any family member here to speak his mother tongue and it I think that was a huge disadvantage for him, emotionally as well.”* Although many children, it appears, enjoy telling their volunteer about their life, some children were not as open about their home situations as others. Ethleen stated: *“a child I’ve had this year, has been absolutely silent about her background. I could tell nothing about her except that the mother didn’t live with her.”*

One of the concerns addressed by Claudia and Patti was the lack of personal attention the children seemed to have at home. Patti remarked that the children she’s work with are *“definably not as privileged as our children emotionally and materially. That’s why I think to give a child an hour of undivided attention that’s also a motivation of mine (pause) ‘cause I don’t think some of them ever get it except in here.”* Claudia also mentioned the importance of this type of attention: *“I could really sense overall that the children need this special attention because they don’t get it at home. Nobody’s sitting them down and doing homework with them or controlling what they have to do.”*

- **School life**

Shine Centres are most often based in a classroom inside the school building. One Centre (Zonnebloem) is located in a cottage on the school’s property. The following responses are volunteer opinions and perceptions on what they have seen at the schools they work in or from conversations they have had with the children they work with.

- **Large class sizes**

According to the new minimum norms and standards policy from the Department of Basic Education (RSA, 2013) the size of the classroom is supposed to dictate the number of children who should be learning in that space. However, the reality is that children at Shine hosted schools are in regular sized classrooms with the size of the class ranging from 40-45 children on average which significantly exceeds the upper limit of the policy. Joan T. commented on how children who experience difficulties in learning often get lost in a class of many learners and lose confidence in themselves. Joan F. stated that in a large class, *“kids who are struggling will flounder, because the teachers just don't have time to work with children who have problems. And that's where Shine comes in, to help those kids. To pull them through, to help them. At least give them a chance.”* Another problem in a large class, it seems, is bullying. Ethleen stated that she believed a classroom environment might actually hinder the child in his or her capacity to learn:

*“The boy I had last year was very self-willed, a very clever boy for his age. He refused to come the last term because he said the children were calling him ‘domkop’ for coming to Shine and he was so strong willed he would not set foot in that classroom. He just refused. He said he wasn’t a ‘domkop’ and he wasn’t going to let the children call him that.”*

Mike identifies the challenge as not only being for the children learning in the classroom but also for the teachers: *“with the numbers in the class they might be able to identify some of the children that are having a problem, but they don't have the time to try and correct that problem. Therefore the child is battling and then just continues to battle and then eventually the child kind of gets written off.”* Through Robeyns (2005) and Sen’s (1999) approach, inadequate education can be seen as the absence of the freedom of choice in a child’s life. When children feel they are being excluded, whether by classmates or a teacher, they are less likely to expand their capabilities and realise their potential which may lead to a generation of disempowered adults.

- **Language difficulties**

The children attending Shine-hosted schools are learning in English although the majority of students do not speak English as their mother tongue/first language. The difficulty of learning in a second language was recognised as a barrier to the children in Shine-hosted schools. Joan F. describes the complexity that children face in this regard:

*“They come knowing their home language but they come into a school that is taught in English language. It's impossible for them ... both of mine had absolutely no knowledge at all of any letters of the alphabet. So I mean, you know, you have to start from scratch.”*

Val stated she does not feel *“the children are stupid by any means, if you try picking up English as a second language, where you're not going home and speaking it regularly, it's very difficult”*. However, Gerhard does believe it is important for children to be learning in English (regardless of home language) as *“English is the language of the day, and is the obvious choice for this country to progress”* while Linda H. questions whether teaching children in the children's first language is better than teaching in English: *“Should we be teaching them in their own language? Or should we be teaching them in the language in which they'll get jobs?”*

According to the CAPS policy (RSA, 2011a:4), the curriculum should be “equipping learners ... with the knowledge, skills and values necessary for self-fulfillment and meaningful participation in society”. The expectation of this policy is that it will work for all children across the country regardless of background. The volunteers are concerned that children they work with unable to take on new knowledge and skills due to the language barriers that exist.

#### ○ **School dynamics**

Half of the participants in this study identified problems schools have which may lead to challenges for the children attending the schools. Carron stated that there is *“a lot of absenteeism is with the teachers”* while Mike identified transport as a problem at the school he works at due to strikes and unreliability. Val expressed frustration over the amount of public and school holidays are during the year because Shine sessions are cancelled and Helen was disappointed by the lack of parental input taking place at the school where she volunteers. Claudia also believes that overall the infrastructure and, *“the leadership in that school is not that great ... there are small things that one could fix but that are not fixed. You know more than one time I had spoken to the caretaker there and said ‘you know there is an iron thing from the door hanging out, this is cause for an accident, you must fix that because you know the children they are running around, they don't see it’*”. Studies show (Reddy et al., 2010; Davis, 2013) that teacher absenteeism and basic infrastructure issues that schools are dealing with are a major problem in South Africa and will take time to be resolved.

## 4.6 Experiences of the Shine volunteer training programme

The aim of the Shine training programme is to introduce new volunteers to the Literacy Hour programme as well as providing on-going support and developing a deeper understanding of what it means to be a Learning Partner. The types of skills acquired were asked in relation as to whether or not Shine had prepared the volunteers to facilitate the Shine programme effectively post-training. The participants unanimously agreed that they learned an immense amount from their training.

- **Skills and knowledge acquired**

Volunteers are offered, by Shine, a range of training opportunities throughout the year in order to extend their skills and techniques, improve their teaching abilities and provide a space for professional sharing. As far as techniques learned through the training, volunteers felt they were at training to ‘*learn the programme*’ and to figure out what they are supposed to be doing. Cathy stated that most importantly, she learned: “*patience, ja and [that] learning to listen is important*”. Pam also commented on the importance of learning about patience: “*You have to take that into consideration that each child is different ... each has different needs and just to take it at the pace of that child. And slow down and even if you revise the same thing 10 times, just go slow and also have some fun!*” Carron expressed that she learned how to “*make a child feel comfortable*” while Louise explained that the last training she went to focused on comprehension:

*“That one was really, really relevant to how I have perceived the learning structure ... the structure of each step [of the programme]. Starting with the simple act like ‘cat’, and working your way through to blending and sounding out letters ... it’s a really good grounding and well I have learnt how to be more literate, if I could say that, because of the steps and how the programme is very practically worked out”.*

Shine’s training programme prepares volunteers for using the Shine methodology with children who are struggling. Skoglund (2006) and Rath (2008) recognise the need for ongoing training and support for volunteers which may lead to more confident volunteers and consistency in the programme delivered.

- **Other skills acquired through training**

From the interviews it became clear that volunteers took away several soft skills in addition to the techniques from the training they attended. For Joan F., the training offered a new type of engaged interaction:

*“The beginning part I didn't really agree with, where you've got to come and talk to each other and express and really that is supposed to be the way that you should talk to your child. But it's given me the confidence to also talk to people, hear them more, listen to them more, just be a little bit more receptive to everything.”*

Louise also talks about the impact of the training around active listening:

*“Well ‘time to think’ would be the one thing I have learnt, where I have possibly given myself time to think. Because I think that I am quite tough on myself sometimes and I think that that has also opened up things, like not having an instant reaction to things, having a knee-jerk reaction to things and letting people answer on their own, not answering for people which I sometimes do (laughs).”*

Mike and Linda H. commented that they have used the techniques and soft skills with their grandchildren while Claudia and Jill discussed how Shine training has reinforced and validated what they are doing in the Centre. Ethleen commented on the mindfulness and awareness techniques she gained from Shine training:

*“I had to use that a lot this year, two friends have died. And I've been using the technique with the partners, the spouses that remain. Normally I would have talked, I tend to talk too much ... and I might in the past when dealing with these people, close friends, I might have tended to put too many of my ideas in their minds. So it has taught me to listen if the person is crying and just to wait until they're ready to talk. Sometimes it will be more than a minute. But it's helped me and I think it helped them.”*

Costa, Chalip and Green's (2006) study shows that interactive training may lead to higher levels of satisfaction and a deeper sense of commitment to the volunteer work. For Shine volunteers, this has also resulted in the application of these skills into different contexts which also often results in the volunteers becoming better and more understanding Learning Partners to the children they are working with.

- **Strengths and Challenges**

The respondents were asked about their views on the strengths and weaknesses of the Shine Centre training programme.

- **Strengths**

The strengths of the training course differ from interview to interview but similarities were found in regards to the value of the training courses. Carron enjoyed the interaction with Shine volunteers from other schools while Joan F. comments on her initial hesitation of attending training: *“You go in, you're not going to learn a thing, you walk out with so many different points from all the other volunteers, it was amazing!”* Additionally Gerhard states that he *“like[s] the*

*fact that while training, you as a person are involved in it, they involve you in it. They don't just lecture."*

There was overwhelmingly positive feedback for the main trainer of Shine's in-depth training (at the time the interviews were conducted) Elizabeth Nadler-Nir, a speech and language pathologist. Lynne commented that *"I think she's fantastic ... Elizabeth shows us how she works with the children, I think that has helped me a hell of a lot ... it's just really given me insight into her knowledge and just like feeding off that, I think it's very helpful."* Val valued the way that Elizabeth presented the training: *"I always enjoyed Elizabeth's presentation and enthusiasm; I mean very rarely you come across someone who knows what they are doing, and put it across to other people."*

Other respondents enjoyed the way the actual training is presented and the importance of the content. Jean commented that training was *"laid out so simply and ... it gave me the guidelines I needed 'cause I wouldn't have known, I had no idea what we were going to do."*

Tessa felt that the biggest strength of the training was that it prepared volunteers properly for facilitating the Literacy Hour programme to the children: *"the training is thorough, I mean once you've been to it in the beginning, you know what you've got"*. Jill thought that Shine was able to impart alternate ways for volunteers to work with children: *"I think we've learned to tune into each child's personality quicker and also try to umm, direct our session and our sessions through the year to that personality"* while Helen found it important to *"just to be reminded that the focus is on the child and to let the child be centre and place. And not to force anything, just to let this child open up ... that really can't almost happen in an ordinary environment. An ordinary school environment. It just can't."*

### ○ **Challenges**

Participants were initially reluctant to give negative feedback about the Shine Centre's training programme but further questions asked by the researcher produced candid feedback. Tessa and Carron felt that the practical, hands on session using the Word Play games felt contrived and not worth spending time on during training. Tessa commented that *"personally I hate having to play the games ... I think for adults it's awkward and doesn't work sort of just sit there, ja I think a lot of people find it awkward. People comment on that."* Linda R. also felt there was too much interaction between volunteers during the session: *"what I don't like about it, is it's a lot of*

*personal stuff. You know, you've gotta sort of speak to the person next to you about yourself and that's not me".*

Louise, who works four days a week and volunteers on her day off (Friday), commented that having to attend multiple in-depth trainings a year is difficult – especially as they are only offered on a Friday. Louise stated:

*"I regard my time with the learners really precious and I just don't like that I have to go to training on a Friday, because then my learner doesn't have the advantage of having one extra hour with me to help him or her. Particularly in this year, I found things to be all over the place, and I haven't had a lot of time with my learners this year. So I feel a bit aggrieved about that".*

The biggest challenge identified by the participants was the question and answer session during in-depth training where volunteers had the opportunity to share their experiences in front of the other attendees. Di stated that often *"you get mouthy people that hog the floor"* while Jean commented that *"we've all been brought together to listen to the right way to do it and sometimes that can be a little bit irritating, another word (laughter) challenging"*. Pam believed this type of sharing needed to be more tightly controlled by the moderator or trainer:

*"Sometimes I think the volunteers could go off on a tangent and not stick to what we're actually doing, what the presenter or the facilitator is actually trying to do in that particular session. So I think you've got to keep within the parameters of that session, it should be structured and questions kept to a minimum or perhaps we can put in questions before hand".*

Although Morrow-Howell, Kinnevy and Mann (1999), Costa, Chalip and Green (2006) and Rath's (2008) studies suggested that interaction and social interaction is beneficial to all, it seems there needs to be a balance struck by the Shine training facilitators as to what would benefit the volunteers during a training session which has a limited timeframe.

#### **4.7 Experiences of the Shine Literacy Hour programme**

The aim of the Shine Literacy Hour is to provide children with extra support to boost their literacy through enhancing their reading, writing and comprehension skills based on proven research, such as Ritter et al.'s (2009) study found that children who had extra literacy support earned high results than their peers.

- **Skills and knowledge acquired by the children**

The types of skills acquired was probed in relation as to whether or not children on the Shine were making progress on the programme. Cathy stated that many skills had been learned by the children: *“Writing skills, reading skills, verbal ... and interaction with their peers”*. Carron commented that they had learned how to read, *“so therefore the rest of their schooling is gaining knowledge through reading and writing”*. Joan F. and Gerhard also discussed the fact that the children are also learning how to comprehend what they are reading. Gerhard commented: *“It's one thing to speed but it's another thing to actually comprehend ... I spend a lot of time checking the comprehension”*. Tessa, Mike and Pam recognised that the methodology of sounding out of words, or decoding, was a vital tool in getting children to read.

The Word Play games are another way in which children learn to read. According to Patti: *“Playing a game is really effective for the hard learning but it's very much for the soft learning as well”*. Jill stated that children do not often realise that *“they are building up their high frequency words”* through playing the games while Ethleen believed that the children were *“learning more than reading and writing ... they're learning to think creatively”*. Tessa commented that *“repetition, persistency, this is going to happen every week, keep going and there's a certain level of security and safety in the learning”*.

Through the principles of a people-centred approach (Davids, Theron and Maphunye, 2009), children on the Shine programme are exposed to a variety of new ideas, skills and values through participation and social learning. Volunteers and children both benefit from their shared experience with increases in self-confidence and a sense of inclusiveness.

- **Other knowledge acquired**

Participants stated that children are learning hard and social skills by participating in the Shine Literacy Hour programme. Cathy commented that the children she was working with had an increase in self-confidence: *“The knowledge that there is the care, not all of them have that where they come from. It's important to give them the voice because not all of them have that opportunity”*. Lynne also recalled a child she had worked with in the past who learned to be more approachable:



*"I think they learn to trust people ... I've seen they've become more outgoing, umm I had a child last year, Mihle, that he was such an introverted child and by the third term he was telling me that I wasn't pronouncing his name properly (laughs)".*

The importance of having a volunteer or mentor was also noted by Joan F.:

*"I think they walked out of there knowing that they've done something worthwhile. And that their volunteer appreciates every little thing that they do. And that's what Shine gives to these kids - somebody to talk to if they need to, if they can".*

Gerhard found that children he was working with were developing a sense of respect for adults as there was an *"understanding that all adults are not there to chastise them all the time because ... we show them a lot of personal love and attention"*. Linda H. felt that interacting with people of different races will open children up to new experiences:

*"I think our kids had never been in contact with a white woman before and I think being hugged and being loved by volunteers, white volunteers mostly, hopefully it would liberate them to feel less intimidated as they grow up with having that one on one contact".*

Di, Tessa, Claudia and Jill also reinforced the importance of positivity and understanding when working with children from difficult backgrounds. Tessa commented:

*"I'm not particularly a huggie kind of person so I let them absolutely call the shots on that one. But they will edge closer and closer to you as the year goes on. You can end up with someone's arm around your neck before the end of the year. I think they get a lot of emotional support from us".*

Jill also confirmed Vaughn and Linan-Thompson's (2003) study that children working in a one-on-one situation make significant over those working in larger groups: *"They are definitely becoming more confident and that thing of the one-on-one time with them, making a special time with them that they matter. That's a good thing"*.

According to Jekielek et al. (2002), the impact of mentoring goes far beyond the walls of the Shine Centre. Not only will children become more confident in their abilities, they will be able to find academic success and will become healthy and active members of society. This can also be identified as children realising their potential in the world and removing the blocks of 'unfreedoms' which hold them back (Sen, 1999; Robeyns, 2005). Additionally, Shine is actually investing in children while they are still young which, Heckman and Masterov's (2007) study shows, could result in less anti-social behavior the likelihood that children stay in school longer.

- **Favourite parts of the programme**

Volunteers were asked about the areas of Literacy Hour that they and the children enjoyed.

- **Children's favourite aspect of Literacy Hour**

Of the 20 respondents, 16 stated that reading (regardless of whether it was Paired or Shared) was the children's favourite part of the programme. Joan F. stated one child in particular loved Shared Reading: *"I had one girl in particular last year, who loved ... nursery tales like Cinderella and all that and every single week I have to take out that book. She was not interested in any other book but that book because she just loved it"*. Gerhard and Claudia felt that the children they were working with enjoyed Paired Reading more than anything. Claudia commented that *"once they feel that they are capable now of reading, then they want to read one book after the other"*. Linda H. and Pam felt that it was about the types of books that the children love, Linda's child loved specifically reading Juta Publisher's Key Link series while Pam's child enjoyed rhyming books.

Cathy and Ethleen mentioned that the children they are working with currently are both eager about Have-a-Go Writing. Cathy stated: *"he loves writing and that is normally something they are not too keen on. He loves writing his sentences, he loves having a go at Have-a-Go Writing"*. Carron and Val commented that the children love to play the Shine Word Games. Val said the children are excited by using dice and the competition during the game which is *"valuable for a child in learning to share"*.

Children on the Shine programme, it appears, are drawn to each of the different areas of Literacy Hour which encompass different ways of learning.

- **Volunteers' favourite aspect of Literacy Hour**

The main response from the participants was that they 'loved it all' and with further questioning the responses were more direct. For Carron, Jill, Linda R., Tessa, Linda H. and Pam, Paired Reading was identified as their favourite part of the session. Carron stated that: *"I like doing the Paired Reading because I feel that's where I've seen so much, you know, whatever you're putting in is actually coming out"*. For Lynne, it is the child that keeps her motivated to continue coming: *"Sometimes I come to school and I've had a bad morning and then he has this little face that lights up when he sees you, it's really fantastic"*. Louise felt that seeing her child making progress is the best part: *"that 'aha' moment! When the children suddenly realise that they are*

*actually making progress, and they just about can't believe it". For Patti, it was simple: "my favourite part is their favourite part!" while Joan T. stated she enjoyed: "seeing them happy. Seeing them wanting to learn and wanting to participate".*

- **Strengths and Challenges of the programme**

The respondents were asked about their views on the strengths and weaknesses of the Literacy Hour programme offered by the Shine Centre.

- **Strengths**

There are many strengths to the programme that will help children in their quest of learning how to read. Tessa commented that at first she was skeptical of Shine's writing component: *"Have-a-Go writing was the most amazing concept. I think it's incredible, I can't believe how it works ... and that for me has been a huge learning curve"*. Lynne stated that she believes Paired Reading works very well: *"it gives me a guideline, you know, with the grading ... of the book, it just gives you a guideline as to how and when to move forward"*. Linda R. also commented on the importance of Paired Reading: *"it gets them reading in a systematic way. It's got an order to it and it guides us"*. Claudia commented on the Word Play section of Literacy Hour: *"the structure that one game is actually building on the one before and I think this kind of repetition also helps the children"*.

The participants also felt that there is a solid foundation in place for facilitating the Literacy Hour programme. Val commented that she believes the Literacy Hour has *"been well conceived, well grounded, and expanded from a good base"* while Carron commented:

*"You allocate so much to Paired and Shared and you have a go at writing and you can kind of mingle it in so that it's not all looking so structured. But it is a structure and I like it, I find it very easy to work with"*.

In regards to whether or not there is flexibility for the volunteer and the children in the programme Louise stated:

*"I certainly do, I don't know whether anybody else does. But I personally do because I think that the personality matters, has got to be taken into consideration and yeah ... there's nobody looking over your shoulder so you have the flexibility of maybe you don't spend 15 minutes on that and you spend more time on this or whatever."*

Mike and Linda H. also agree that there is plasticity in the programme. Linda H. stated: *“I’m in the school of reinforcements rather than pushing on really”* while Mike felt that instead of the adult making the decision, *“the flexibility is written by the child”*.

### ○ Challenges

Volunteers felt that although there are many strengths to the Literacy Hour programme, there were definite challenges that existed. One of the common challenges expressed was there is not enough time during the hourly session to communicate with the children. Mike stated Shine needs to incorporate *“a conversation time and more conversation ... I’m aware of it because time runs so quickly”*. Gerhard, Jean and Claudia believe each individual session should be longer than one hour, which the current amount of time. Claudia stated: *“when you really go deeper into the different aspects of the literacy hour, then time is too short. Much too short.”*

Jill, Lynne and Ethleen expressed concerns over the Word Play games. Lynne believes there should be more variation in learning sight words (within the Word Play structure) while Ethleen was concerned about Shine’s policy of only playing one game per session as *“some of these games are too easy for the children who are beginning to understand”*. Jill was concerned about the buildup of the games and the numerical order that they are in:

*“There are some high frequency games earlier on that are too challenging and we’ve had to move on and go back to them. There’s sort of a dissonance there and I think that if one’s aware of it and plays with it that’s fine. But you can’t suddenly hit these sentences then the children can’t cope.”*

Gerhard and Val believed that the some parts of Literacy Hour are more important than others. Gerhard stated that *“we assist them with the writing but I think that should be of a slightly lower importance than an actual understanding and reading”* while Val thought that there should be more of a focus on comprehension.

Jean, Helen and Tessa mentioned challenges they found around reading materials but were not in agreement with a specific recommendation around this. Tessa felt that there are not enough books in the Centre and there is a need for a variation of different types of books. Jean felt as though her Centre need to have *“more books about Africa, things kids can relate to”* but Helen felt that books about it is more important to not limit the types of books that children are reading: *“So many of these books on that book shelf are just totally unsuitable ... one can’t have things about rural goats endlessly and one can’t have you know, just American or English things”*.

Lynne commented that one of the problems that occur within Literacy Hour is actually with the other volunteers, specifically the overseas volunteers. Lynne stated that: *“English is not their first language and I find that a child learning phonetics where they need to get the sounds right, having overseas volunteers is not helpful”*. Gerhard also stated that for him, *“the worst part of the programme is if I feel I don’t make enough progress, that’s soul destroying”*.

#### **4.8 Experiences of the Shine Centre organisation**

The volunteers were asked about the benefits and challenges of the Shine Centre as an organisation in relation to the children they work with and the schools they work in.

- **Benefits to the beneficiaries**

All respondents stated that they thought the children benefitted fully from Shine’s presence in their school. Lynne commented that *“the children benefit and the children are our future ... it bodes well for our country”*. Joan T. felt that Shine’s work with the children is a process of reconciliation: *“You know that they have been treated equally [in the Centre], because there’s still a lot that’s out of place in this country”*. Carron, Tessa and Claudia believe that a main benefit to the children is the location of each of the Centres. Carron stated that it is important for the Literacy Hour sessions to take place in schools where children *“don’t have to move anywhere, and it’s not very disruptive. They’re just taken out of their classroom, you know, during class, sit out for a little while and they’re back in again”*. Tessa agreed with Carron: *“you’ve got a captive audience you know. And there, nobody has to be bussed in, it’s not after hours, I mean that’s crucial that you can do it within the school times”*.

The benefits, according to some of the respondents, will be seen as giving goodwill towards society in general. Linda R. stated that the biggest benefit is *“the love between the volunteers and the kids”* while Gerhard said *“It’s simple; the children that have the privilege of coming to Shine will eventually shine”*. Claudia believes it will make a longer lasting impression in the community: *“I think we’re making a big contribution to the society. All together. And that’s why I’m really so dedicated”*.

Participation and social inclusion are two elements of Shine’s ethos as well as the element that volunteers and children are both Learning Partners meaning they learn from each other. Morrow-Howell, Kinnevy and Mann’s (1999) study suggests that this type of arrangement is mutual

beneficial, bringing together people who may not have otherwise had the opportunity to meet or work together.

- **Benefits for the teachers**

Mike and Linda H. identified the benefits the Shine programme has had on the teachers at Shine-hosted schools. Mike commented that Shine is “*a helping aid for the teacher never mind the pupil*” while Linda H. stated that teachers appreciate the support:

*“I mean the teachers have to love it, because you know its removing a huge burden on them especially at the lower level, having to do all the work and then still not being able to succeed because she has too many kids. And if she's got a classroom full of kids who are learning to read then she can do a better job”.*

Shine is providing the necessary support for teachers that the CAPS curriculum (RSA, 2011a) is meant to provide for teachers, such as clear and concise directives on teaching to children of various abilities. Unfortunately the large scale implementation and long term benefits of this new level of support has yet to be academically researched.

- **Appreciation**

One element of the Shine’s ethos (Appendix A) is practicing the art of appreciation. Volunteers were unanimous in their perceptions of feeling appreciated by Shine. Louise felt that Shine’s communication with volunteers was one way in which appreciation was shown: “*If you never got an email and you missed out on all that was going on, I would feel that maybe the volunteers weren't valuable, but not at all. I think that the volunteers are valued and I think that they are appreciated*”.

Ethleen also commented of the type of feeling receives from Shine’s communication: “*there’s always that sort of Shine attitude in the e-mail ... that comes on down through e-mail ... you get this caring attitude whether it’s caring for children or the volunteers*”.

Carron and Jean both pointed out that they feel appreciated by the way that Shine staff thanks the volunteers. Carron commented that “*somebody always says thank you to the volunteers, because without you we wouldn’t be able to be here so that in itself makes me feel good and appreciated*” while Jean stated that thanking the volunteers is “*where Shine really excels ... everybody from Maurita to Di, you know your whole team they really do never forget to say thank you*”. Claudia commented on a special thank you from one of Shine’s Directors, Kathryn Torres, when she

organised a donation for Shine from overseas: *“It was such a nice gesture last year when Kathryn invited me for a cup of coffee and we just chatted ... you know that was the special recognition which I really appreciated”*.

Treating volunteers like valued team members instills a sense of belonging, appreciation and connectedness according to the study conducted by Lewig et al. (2007). The Shine Centre values the commitment that volunteers have undertaken and realise that without their support the Literacy Hour programme would be unable to operate.

- **Obstacles to the teachers**

All of the respondents commented that teachers at Shine hosted schools would most likely be Shine’s biggest obstacle. Carron, Di, Linda H., Pam, Linda R., Mike and Tessa all spoke of interactions with teachers they had in the past. Linda R. wondered if it is just a matter of not understanding what Shine does: *“They probably think that we think they don’t know what they’re doing and that they’re bad teachers”*. Pam stated that she thought the teachers did *“appear to be quite supportive. But I sometimes, I’m not sure if they are actually genuine in their support, or if they like us to be here”*. Tessa also commented on the uneasiness of the school she was working in: *“Observatory used to be very supportive. I don’t think they are anymore. Funnily this year it is as if we don’t exist. Nobody comes in, nobody looks in”*. Gerhard stated that there will be obstacles *“in schools who don’t understand the motives and the modus operandi of Shine. I would imagine that certain school’s personnel in the schools would feel threatened, that their inability to get through in many cases will be shown up and they could perceive Shine as a threat”*.

Taylor et al.’s (1997) identified the important role that teachers must play in their children’s academic work, whether it is directed from an organisation or from their own directive. The importance is for teachers to “share the belief that these supplemental programs are worth the effort” and that a significant shift can happen (Taylor et al., 1997:206).

- **Social barriers**

Volunteers also recognised the role that race or culture might play in regards to obstacles of Shine working in schools. Val believed that there could be a social barrier that exists *“basically we are still seen as a white organisation, and we shouldn’t be. We should be seen as a literacy organisation irrespective”*. Di had a similar response about teachers in her school: *“I think they*

*were suspicious of us in the beginning. I think they thought like 'oh little white ladies they're going to drink coffee and pat a few heads and then go home'". Joan F. had a conversation with the headmistress of the school where she volunteers: "She admitted that when she started, she didn't see Shine as any use to the kids but by the time at the end of the year she saw results and she could not believe it ... she was very impressed with it".*

- **Shine as an organisation**

The participants responded positively when asked about their experiences of the Shine Centre as an organisation.

- **Overall impressions**

Overall, the participants are happy with the Shine organisation and the programmes it runs. Cathy and Carron both stated that Shine is a 'great organisation' while Carron also stated: *"just knowing that they started in such a small way, but with such dedication, that they've grown and are continuing to grow - I think it's just wonderful and so necessary in this country"*. Gerhard commented on the structure of Shine: *"I am pleasantly surprised as to what Shine, through its guidance at the top and its volunteers in the main stream, are able to achieve. I think it's great; otherwise we wouldn't bother to carry on"*. Mike stated that he has a great admiration for Shine while Ethleen stated she is proud to be associated with the organisation. Jill commented on what she specifically enjoys about the organisation: *"I would say they're dynamic, lots of new ideas, they take it to new places all the time and I'm sure sometimes they've tried things and they haven't quite worked so it's all about the learning curve for them as well"*.

- **Staff**

Many respondents identified the organisation's staff as a important element in the overall perception of Shine. Di stated: *"the reason I'm involved and I'm passionate about it is that the people at the head office work with such an integrity"*. Linda H. commented that the Shine employees are *"a group of thoughtful, loving, concerned and creative people who, starting with Maurita, saw a problem and found a solution, slowly evolved solution to that problem and have made a magnificent thing of it"*. Louise commented on the competence of the staff: *"I just find them efficient and well structured and great on communication. Yeah, I'm completely informed. I mean I'm never left in the dark about anything"*. Louise also recalled a time when she was



working with a particularly difficult child and the impact of the support she received from the Centre Manager where she was volunteering:

*“I have only ever once felt like giving up. And at the time Noma [Shine Centre Manager] was here and I approached her, and she said ‘well, we just never give up’ and so I carried on and eventually it took me nearly the whole year, but I got it (laughter)”.*

- **Role**

Several volunteers felt that Shine plays a vital role in the education system. Val commented that *“the fact that we are here and we exist, that tells you all you need to know about any education system”*. Joan F. also felt that Shine exposes volunteers to a problem that perhaps they were only aware of peripherally: *“I mean, if you carry on with normal life, you just don’t know what people are going through and what’s happening”*. Lynne, who wanted to go into education as a career, stated *“when I started with Shine it was just that I just thought that this is the field that I needed to be involved in ... I actually would hope that it could be in every school in our country”*.

#### **4.9 Changes required to support volunteers and to help children receive a high quality education.**

From the discussions it became clear that if certain measures were taken by the Shine Centre and by the government, volunteers would be able to better support the children they are working with and children could receive a better quality education.

- **Shine Centre recommendations**

Suggestions for the Shine Centre focused on retaining a connection with all stakeholders and changing elements of the Shine training and Literacy Hour programme.

- **Organisational shifts**

Respondents felt that while they enjoyed the work that Shine does – it is important that Shine does not lose the essence of what makes it effective. Mike stated that:

*“From seeing what happens in businesses and so on, just as long as the top echelon doesn’t get too far distant from the feet on the ground, so that, you know, you might make policy decisions up there and the people down there don’t really know what you are talking about or don’t hear about too much about it.”*

One participant, Linda R., did feel that Shine perhaps was too stretched in terms of capacity:

*"I think it might be getting too big, um, Maurita be losing touch on the ground. It's not her fault and it might not be her ideals anymore which would be a pity. But you know, big organisations, it grows. I just hope it stays homely as it has been. You feel like it's your home, you know. You get to know the volunteers, it's nice".*

Lynne felt that Shine was too focused on the results of the children on the programme as that was the information shared with the volunteers:

*"The truth of the matter is that there are quite a number of people that are challenged to learn, and there's not enough focus on that, and I think I brought it forward ... when we had the floor [at a training session] and one of the volunteers, I think from one of the other schools, came to me and she said to me 'I'm so glad you brought that up because I was feeling inadequate, and I was thinking of leaving because my child wasn't making progress'".*

#### ○ **The Shine training programme and Literacy Hour**

Most participants were satisfied with the Shine training and literacy programmes but did suggest a few ways in which they could be strengthened for the volunteers. Lynne felt that the games should be re-ordered:

*"The introduction of sight words ... I think they are introduced a bit too quickly. You'll have a child that is just learned, like Aphiwe, he's just learnt his phonetics and he's got that under control and then he's all of a sudden clapped with these sight words ... he found it quite overwhelming".*

In regards to the literacy programme Louise also stated that she needs more support and information in using the materials related to Literacy Hour: *"I need more information around the Jill Eggleton books, the comprehension and the writing, and that sort of thing, I haven't worked with those a lot this year"*. Pam stated that she would like more advice and support from the Centre Manager about individual children, perhaps *"having the volunteers writing or telling the facilitator of the centre look 'I would like this and my child can't do this, that, what, how do I proceed?'"*. Mike would also like to see a more structured approach to the Take Home books that Shine children take home until their next Shine session, similar to the concept of a library book. Mike stated that he thinks there should be books, *"which are dotted according to the child's level, not just because of the child, but because of the parents ... when they start off they get a pink book and they're learning to read and then they can actually read the pink book to them [the parents]."*

Participants also felt that training could be changed in different ways, such as offering it more often or not just on selected days. Linda H. also felt that the training was too short in order to enable volunteers to facilitate the programme to their best potential: *"I didn't think there was any way in*

*hell we were going to be able to teach after two days of training. Sjoe, you have got to be kidding. (laughter)”.*

- **Support from the government**

Most participants believed that the government has the largest level of responsibility in supporting the children of South Africa.

- **School infrastructure**

Most participants interviewed felt that there are small shifts that individual schools could undertake. A significant change identified was smaller class sizes. The volunteers commented on the excessive number of children in each room and Claudia suggests that if this cannot happen in all classes, perhaps the place to start would be in the Foundation Phase. Lynne commented that: *“especially where English is not their home language and they are in an English medium school, they need that little bit of you know, extra attention”*. Further support for children in the classroom, according to Lynne and Joan T. would be the addition of a teacher’s aide or assistant if the number of children could not be reduced.

A strong response to suggestions around children’s education focused on the role of the teacher. Most volunteers were critical of the government’s apparent lack support of teachers, teacher’s salaries and of the training they have received. Gerhard commented that: *“teachers in the black schools, a lot of them need more training ... I think they are not enough truly qualified educated teachers, there are of course but not enough”*. Mike agreed and surmised that teacher training and salaries are equally important: *“They need to better trained and probably up to a point, it's very difficult, to better pay ... but number one, they've got to better train the teachers”*.

Helen also feels that it is the government’s responsibility to have regular interventions around those in education that are not doing their jobs: *“Always in education, systems have to be developed against bad teachers”*. Patti stated that the quality of teaching needs to be improved: *“the attitude to teaching by many, many teachers in this country is a fairly hands-off sort of approach, the lazy approach”*.

Carron, Val and Tessa strongly suggested that resources were a major problem in schools as well. Val stated: *“Everywhere I go I hear about people that are working to put libraries into school, and it's amazing that so many schools do not have simple resources!”* Tessa, a former teacher, also

stated that *“they ought to start with proper foundation textbooks and not that absolute rubbish that they have produced”*.

Linda H., Helen, Linda R. and Mike also point out that parents should be receiving more support, either with their own education or in ways to help their children with their education. Linda R. stated that, *“I think it’s gonna take a generation of educated parents to have educated children. Uneducated parents can’t understand what’s going on, they can’t help with reading. The need to learn and study and that sort of thing. I think it’s just gonna take time”*. Helen pointed out that it is important for people, especially parents and those working in a school, to take responsibility for themselves as the government cannot always provide a solution:

*“I think there has to be some responsibility from the parents and not expecting the teachers and government to deliver it. They’re incapable of it ... it is always individuals who will make a success of something, like there’ll be a township school with one fantastic headmaster and it will outstrip white schools elsewhere ... And it’s the individual teacher, or an individual headmaster or parent in quite ordinary schools who will really change it. Don’t look at systems to fix it. Systems are too heavy and slow and lifeless”*.

#### ○ **Community**

An important recommendation to government is to more heavily support the communities where Shine children live or come from. Joan identifies one of these strategies as children attending schools to where they live: *“if they could have good schools in the places where they lived, where they don’t have to travel, where they can get up, like our kids do at 7 o’clock in the morning and be at school by 8 o’clock. That would give them time to sleep late so they won’t come to school tired”*. Jill sees it more about community upliftment, she hopes that with stronger infrastructure, *“that they have a better world out there, at home ... It’s not just them coming to school to get a little bit of a boost up, but their home environments and their community environments could be much better”*. Pam also believes that children need to be offered more activities, such as extra murals, sports and library time at schools.

All of the recommendations above were suggested by the interviewed participants as ways in which children can be supported in schools across South Africa as well as in Shine Centres across the Western Cape.

#### **4.10 Summary**

This chapter presented a discussion of the findings based on the research conducted with twenty Western Cape based Shine volunteers. The findings first presented, then explored, central categories that emerged from six themes. Relevant literature was aligned to the corresponding category. The findings of the research study highlighted the crucial role that volunteers play in their roles of tutor and mentor to the children they are working with. Volunteers are motivated to offer their time for a variety of reasons and are satisfied with the Shine programme although certain challenges which exist and have been duly noted. Recommendations for the Shine Centre organisation and the Department of Basic Education were suggested and will be further discussed in the following chapter.

The next chapter will profile the conclusions of the study, based on the research objectives, and outline recommendations to address identified needs.

## **CHAPTER FIVE: MAIN CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter records the main conclusions of the study, based on the research objectives and findings, and outline recommendations to the Shine Centre organisation and the South African National Department of Basic Education.

### **5.2 Main Conclusions**

The main conclusions are discussed in relation to the research objectives identified.

#### **5.2.1 Objective 1**

To explore volunteers' motivations towards volunteerism. The main conclusions are:

- Volunteers who feel they have had good fortune in their lives are motivated to 'give back' to those less fortunate in society.
- Community members who are discouraged about the educational system and those who have a passion for literacy enjoy volunteering specifically for a literacy programme based in struggling schools.
- Motivations for volunteering can be based on personal reasons such as a career aspiration, a coping mechanism or an interest in working with children.
- Volunteering can increase a person's self-confidence, self worth and may inspire a sense of belonging.

#### **5.2.2 Objective 2**

To understand the difficulties Shine Centre children face inside and outside of school. The main conclusions are:

- Shine Centre children are often tired during their Shine session due to waking up very early, in order to travel long distances to school, and/or going to bed late in the evening.
- There is a sense that parents are unable to help their children at home due to language/literacy challenges they themselves face.

- Shine children often come from single-parent headed households where, it seems, the parent or caregiver is unable to give them quiet, undivided attention.
- Children are unable to learn effectively, or be given individual attention, in classes ranging in size from 35-45 children.
- Not being able to understand, read or write in the language of instruction is a major barrier for children attending a Shine hosted school.

### **5.2.3 Objective 3**

To examine volunteers' experiences of the Shine Centre's training programme. The main conclusions are:

- The training offered provided an opportunity for community members to learn Shine's methodology in order to facilitate the Literacy Hour programme in Shine Centres around the Western Cape.
- There was a consensus that Shine's training offered more personal development skills, or soft skills, in addition to the practical ones which are beneficial when working with children.
- The skills and knowledge acquired through training was thorough and volunteers felt prepared and confident enough to begin working with children on the Shine programme.
- Volunteers enjoy learning from other volunteers' experiences although there was concern over the management of the feedback session during Shine's in-depth training.
- Shine volunteers appreciate insight from Shine trainers/facilitators who are knowledgeable in the education sector.

### **5.2.4 Objective 4**

To understand the views of the volunteers about the Shine Centre Literacy Hour programme. The main conclusions are:

- With Shine's intervention, children learn how to read, write and comprehend so that they will be competent as they progress through their schooling.

- Through accessing and gaining the skills associated with literacy and language, children on the programme became more self-confident.
- Volunteers hope that interacting with people of different races, ages and genders will help children to break stereotypes or assumptions about a particular group.
- Volunteers enjoy the structure of the programme and find it flexible enough to meet with the needs of the children they are working with although there is concern around the materials/tools available for Literacy Hour.

### **5.2.5 Objective 5**

To investigate volunteers' perceptions about the Shine Centre as a non-profit organisation. The main conclusions are:

- The participants felt that Shine provides a much needed service to children who would not otherwise have any additional literacy support.
- Literacy Hour is designed in a way which is not disruptive to the children as it is based within the school. It is a structured programme and it supports teachers dealing with large class sizes.
- Shine's ethos of appreciation resonates through the work that they do.
- Teachers and other school officials may feel threatened due to a lack of understanding of what the Shine Centre does.
- Volunteers interviewed were satisfied with the organisation and are likely to stay with an organisation for a longer amount of time.

### **5.2.6 Objective 6**

To find out what changes volunteers suggest by implemented in order to support children. The main conclusions are:

- For Shine to remain people-centred and inclusive the Shine head office staff need to be more present in the Centres to see how best to support the children on the programme.



- Key shifts in the way teaching tools are used by volunteers will lead to more confident volunteers and children.
- The Department of Education needs to find ways to support their teachers, provide them adequate resources and to focus on fixing schools in the communities where Shine learners live.

### **5.3 Main Recommendations**

This study explored the perceptions, opinions and experiences of Western Cape based Shine Centre volunteers. This study has highlighted a number of issues around the training and Literacy Hour programme that Shine provides and the gaps that exist in government.

#### **5.3.1 The Shine Centre**

It is recommended that:

- Shine head office regularly checks in with volunteers by visiting the Centres regularly.
- Feedback is given regularly, from Shine, on individual children who are not making progress on the programme.
- Training is offered on days besides Fridays for people who work during the week or teach on a Friday.
- The initial training (orientation) needs to be longer in order to equip the volunteers for facilitating the programme.
- Shine identifies alternate ways for volunteers to interact and practice the Word Play games during training besides role playing.
- The question and answer section of training be structured so that everyone is afforded the chance to speak.
- More informal social gatherings of volunteers are provided for those unable to attend training regularly or those who want to share their experiences amongst a smaller group.
- Shine finds experts or specialists in the education field to facilitate the training in the absence of Elizabeth Nadler-Nir (speech and language pathologist and former Shine trainer).

- Time is allocated during Literacy Hour for volunteers to simply have a conversation with the child, not just facilitating the programme.
- Literacy Hour could be extended for children that need extra support and for children who do not want to stop reading.
- Volunteers be allowed to play more than one Word Play game depending on time and difficulty of the initial game.
- A re-ordering of the Word Play games is necessary due to the sight word games being introduced too early in the sequencing.
- The Shine head office clarifies what priorities exist during Literacy Hour, such as whether reading is over more important than writing, etc.
- Books are exchanged between different Shine Centres to ensure a variety of reading materials are available.
- Volunteers receive specific training around the types of teaching materials that are available in the Centres, for example Juta Publisher's Key Link series (written by Jill Eggleton).
- A selection of the books that children take home are graded using the same structure used in the Paired Reading books found in the Centre.

### **5.3.2 The Department of Education**

It is recommended that:

- Class sizes are reduced or a teacher's aide is appointed in each class to support children learning in English as a second language.
- There is better training and support for teachers which will enhance the education children are receiving which will result in better results for children.
- Relevant resources are made available timeously for schools and educators teachers.
- Appropriate reading materials are made accessible for all children.
- Further research is done, using a mixed methodology of qualitative interviews and quantitative data, on the ways that the Department of Education can play a more supportive role in the schools they oversee.

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## Appendix A: The Shine organisation's ethos

Within each Shine Centre, there is a particular way of doing things, we call it 'the *Shine Ethos*', and we believe that this has been fundamental to our success.

- ❖ Your literacy centre should be a physical environment where *each individual matters*. When the physical environment affirms their importance, people think more boldly.
- ❖ *Listen with respect and without interruption* - there is no hurry. Your centre could be the first place where a child will receive someone's undivided attention. The quality of our attention profoundly affects the quality of other peoples' thinking. Aim to be more interested in what is real and true for people.
- ❖ *Ease creates, urgency destroys*-an environment which encourages children to work at their own pace will facilitate learning.
- ❖ *Treat each other as thinking peers*. We learn from each other, regardless of age, qualification or race.
- ❖ *Practise the art of appreciation* - be generous and genuine with praise and words of encouragement.

## **Appendix B: Interview Schedule**

UNIVERSITY OF CAPE TOWN

Department of Social Development

### **Introduction**

- Introduce myself
- Thesis
- Ethical considerations, confidentiality
- Interview will be approximately 60 minutes
- Potential value

### **Questions for interview schedule**

#### **1. Theme: Volunteers description of themselves and their motivation to volunteer.**

- Please tell me about yourself.
- What is your motivation towards volunteering?
- Are you involved with (or support) any other organisations?

#### **2. Theme: Perceptions of conditions that exist for the intervention of Shine.**

- What is your understanding about the children who come to this school?
- What obstacles do these children face in regards to schooling? (probe location, quality, learning in a second language, teacher absenteeism)
- Please tell me about the challenges of the child/children you are currently working with.
- What do you think needs to change in order for children to receive a high quality education? (probe government, unions, NGOs)

- How effective is the school Principal? Do you see them? – How supportive is the school of the Shine Centre?

### **3. Does Shine’s volunteer training contribute to a deeper understanding of the programme and its beneficiaries?**

- What types of training does Shine make available for their volunteers?
- What tools, skills or knowledge have you learned through the Shine training?
- Would you consider yourself well trained?
- What (if anything) do you like about Shine training?
- What (if anything) is not helpful about Shine training?
- How has the Shine training programme affected you?
- Are there ways in which elements of the training programme can be applied to your personal life?
- What (if anything) would you change in regards to the volunteer training programme that Shine offers?

### **4. Theme: The Literacy programme and impact it has on those children who need and receive extra educational support?**

- What skills are children learning from the Shine programme?
- In your experience, what is the child’s favourite part of the programme?
- What is your favourite part of the programme?

- What (if anything) does the programme do well?
- What (if anything) would you change in regards to the literacy hour programme?
- What other skills (besides academic) are children learning by having a volunteer Learning Partner?
- Bearing in mind that the programme has to stick to a structured agenda (with clear inputs and outputs) do you feel that you have flexibility within the programme?
- Have you ever used the programme in your own capacity to teach a person to read?
- Would they like to take what they've learned from Shine and make a career/money out of it? (tutors) Create an extra income
- Would you be interested in taking what you have learned from Shine and making a career or an extra income out of it? (An example could be tutoring.)
- Would you considered running your own literacy project?

## **5. Theme: The benefits and challenges of NGOs.**

- What are obstacles of NGOs working in schools?
- What are the benefits of NGOs working in schools?
- What are your views of the Shine Centre as an organisation?
- What are your expectations of the Shine organisation?
- What do you see as the role of the Centre Manager?

- Do you feel appreciated by Shine? (Why or why not?)
- Do you feel part of the Shine team?
- Would you be interested in being more involved? (such as head girls?)
- If yes, would it have to be paid or could it be unpaid?
- What is your other thinking around the work that Shine does? (if any)
- Has Shine motivated you to talk to your friends, family and colleagues about the work they do?
- In your opinion, does volunteering promote advocacy?
- In what way (if any) does Shine inform you about the situation regarding education in South Africa?

End question:

Is there any else you would like to tell me?

### Participant's Details

Please would you answer the questions in the table below to provide important information about yourself? Either write in the correct answer (e.g. your age) or X in the correct response.

If there is a question you do not want to respond to, just leave it blank.

<b>How old are you?</b>						
<b>Gender</b>	Male		Female			
<b>Marital status</b>	Married	Divorced	I live with a partner	Single	Other (please specify)	
<b>Population group</b>	Black	Coloured	Indian	White		
<b>Home language</b>	Afrikaans	English	English and Afrikaans	Xhosa	Other (please specify)	
<b>Highest education level successfully achieved</b>	Below Matric	Matric	Diploma	Undergraduate degree	Post graduate degree	Other (please specify)
<b>Name of community where you live + How long have you lived there?</b>						
<b>Are you currently employed?</b>	Yes		No			
<b>How long have you volunteered at Shine?</b>						

## Appendix C: The Microeconomics of Volunteering: A Typology of Models

(Roy and Ziemek, 2000:14)

Model	General Motivation
a)Public Goods Model	To increase the supply of the public good
b) Private Consumption Model	“Altruism” or “warm glow” utility from giving
c) Impure Altruist Model	Synthesis of model a. and b.
Investment Model	Gain labor market experience, skills, and attributes
The Opportunity-cost-of-time Model	Does the volunteers’ contribution in charity work EQUAL the opportunity cost of the volunteers’ labor time?
The Crowding Out Hypothesis	Does government provision crowd out voluntary contributions, and vice versa?
Who Volunteers?	Are volunteers’ primarily individuals with a low opportunity cost of time (as posits model 4)?
Altruism and Voluntary Giving	(i) Individuals differ in their attitude towards volunteering history affects; (ii) Altruistic history affects current giving.

### Appendix D: Participant's full demographic information

Participant	Age	Gender	Home language	Highest education level successfully achieved	Name of community and length of time lived there	Currently employed?	What time of work do you do/have done	Length of time volunteered for Shine	Other literacy training received?
Cathy	56	Female	English	Grade 12	Walmer Estate, whole life	No	Production Planner	2 years	No
Lynne	51	Female	English	Diploma	Plumstead, 15 years	No	Legal Bookkeeper	6 years	No
Carron	55	Female	English	Diploma	Cape Town, 6 years	No	Credit Controller	4.5 years	Yes, TEFL course
Joan F.	62	Female	English	Undergraduate degree	Sea Point, 7 years	No	Nursery school teacher	4 years	No
Louise	63	Female	English	Diploma	Claremont, 25 years	Yes	Receptionist	6 years	No
Gerhard	82	Male	English, German	Diploma	Sea Point, 16 years	No	Small business owner	4 years	No
Mike	69	Male	English	Post-graduate degree	Sea Point, 10 years	No	Pathologist	5 years	No
Val	70	Female	English	Diploma	Cape Town, 5 years	No	School bursar	5 years	No
Helen	63	Female	English	Post-graduate degree	Bishopscourt Village, 19 years	Yes	Real estate agent	5 years	No



<b>Participant</b>	<b>Age</b>	<b>Gender</b>	<b>Home language</b>	<b>Highest education level successfully achieved</b>	<b>Name of community and length of time lived there</b>	<b>Currently employed?</b>	<b>What time of work do you do/have done</b>	<b>Length of time volunteered for Shine</b>	<b>Other literacy training received?</b>
Patti	57	Female	English	Diploma	Claremont, 30 years	No	Primary school teacher	6 years	Yes, as part of teaching
Jean	68	Female	English	Grade 12	Diep River	No	Quality auditor	4.5 years	No
Di	58	Female	English	Post-graduate degree	Newlands, 20 years	No	Primary school teacher	5 years	Yes, as part of teaching
Joan T.	79	Female	English	Grade 12	Cape Town, whole life	No	Secretary	4 years	No
Linda H.	70	Female	English	Post-graduate degree	Green Point, 10 years	No	Graphic design, Montessori teacher	6 years	Yes, as part of teaching
Pam	60	Female	English	Diploma	Green Point, 20 years	Yes	Bookkeeper	5 years	No
Linda R.	54	Female	English	Diploma	Sea Point, whole life	Yes	Self-employed	5 years	No
Tessa	55	Female	English	Post-graduate diploma	Constantia, 50 years	No	Teacher/ Librarian	8 years	No
Claudia	62	Female	German	Diploma	Green Point, 9 years	No	Tanslator	4 years	No
Jill	56	Female	English	Undergraduate degree	Constantia, 24 years	No	Computer programmer	8 years	No
Ethleen	72	Female	English	Diploma	Wynberg, 40 years	No	Librarian	7 years	No

## Appendix E: Plagiarism Declaration

University of Cape Town



Department of Social Development

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1. I know that plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own.
  2. I have used the Harvard convention for citation and referencing. Each contribution to, and quotation in, this essay from the work(s) of other people has been attributed, and has been cited and referenced.
  3. This essay is my own work.
  4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
  5. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work.

Signature \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_